

**Detailed Course
of Study**

FOR

Grade Classes

IN

ENGLISH

THE LIBRARY OF THE

JUL 14 1931

READING

LIST OF ALBANY'S

WRITING

SPELLING

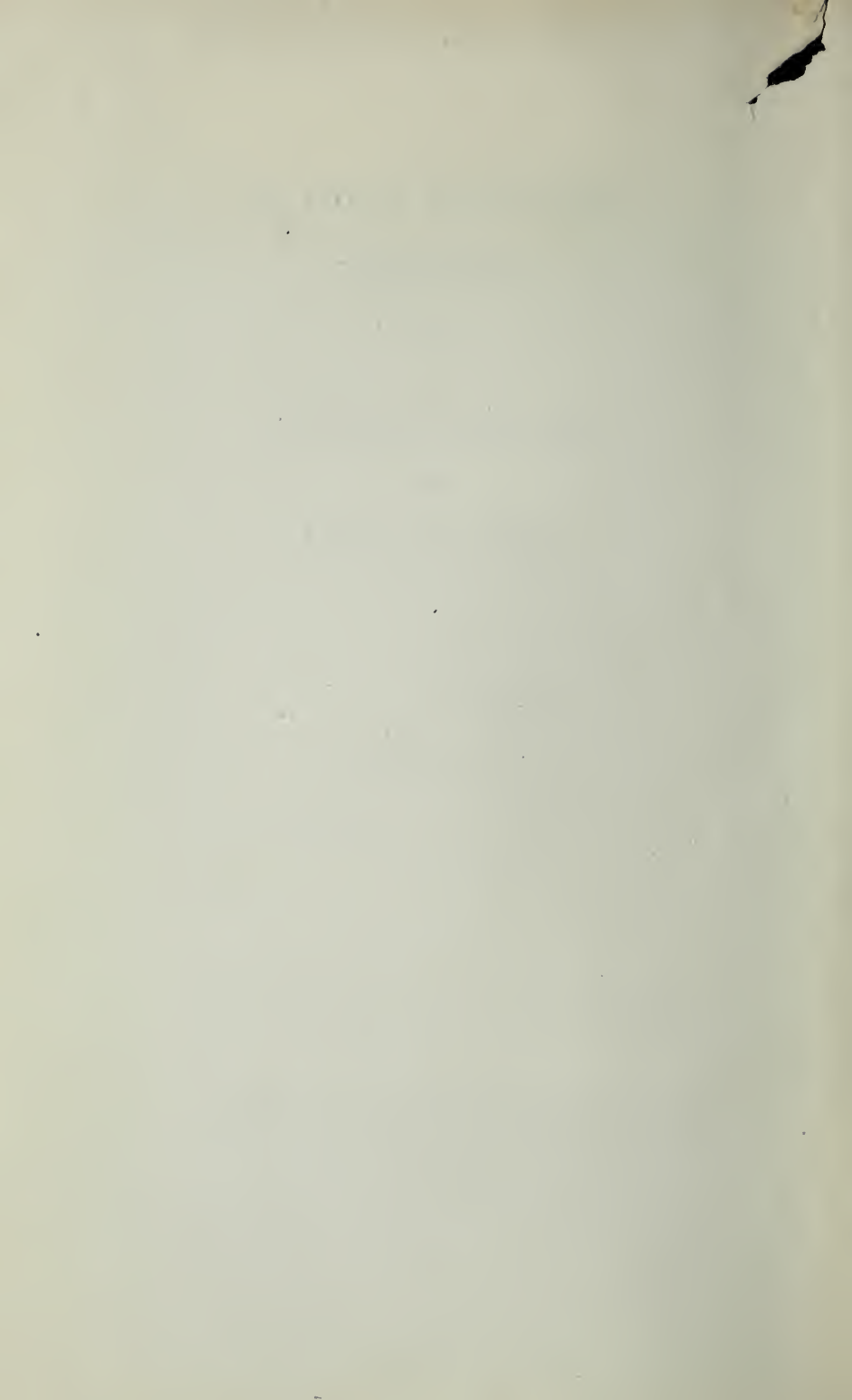
LANGUAGE

GRAMMAR

The ultimate purpose in all teaching, aside from information, is to develop an interest in life; a keen comprehension of one's environment; a desire to think independently and the power to arrive at correct deductions when certain facts are given.

EAST ST. LOUIS PUBLIC SCHOOLS

August, 1914.



372.6
Ea7d

FOREWORD.

A Course of Study is fundamental to every school system. Every one directly connected with the schools should have accurate information of the work to be accomplished, and be thoroughly informed as to the relation each integral part bears to the whole. From time to time new teachers are added to the corps and unless a complete Course of Study is available, much time and energy must of necessity be spent in becoming familiar with the work to be accomplished.

An excellent Course of Study will not of itself guarantee efficient school work; it is however a prerequisite to work properly articulated and correlated.

A teacher in any grade, to work with pleasure to herself and profit to her pupils, must be thoroughly acquainted with the work already accomplished by her pupils during the time spent in lower grades; must thoroughly understand the fundamental principles to be presented and developed in the grade in which she works, and must also know the work to be done in succeeding grades in order that she may present the subjects in a manner that will not only thoroughly acquaint her pupils with the work immediately at hand, but that this instruction may prepare the way for intelligent school work in the grades to follow.

These outlines will be of little value if not comprehended as a whole. Become familiar with the work of every grade, and where opportunities are presented to reinforce the lines of thought in preceding grades, follow the spirit of the work by coalescing these ideas into one harmonious whole.



Digitized by the Internet Archive
in 2017 with funding from
University of Illinois Urbana-Champaign Alternates

<https://archive.org/details/detailedcourseof00east>

READING

“Reading is the Backbone of the Grade Course of Study.”

ASSIGNMENTS.

The reading assignments have been made with a view towards securing lessons in harmony with the seasons; patriotic selections have been assigned to months in which these subjects are usually given special attention; poetical selections have been distributed throughout the year in order that pupils might not tire of one line of work. Attention has thus been given to each phase of the work and assignments made accordingly.

In order to do the work as outlined it is estimated that three lessons per week from the basic text will be required; the other two lessons may, if expedient, be taken from supplementary text books.

WORD AND THOUGHT MASTERY.

No child will enjoy his reading if he cannot pronounce his words readily and with ease; neither will he appreciate the reading period if there are important words whose meaning he does not understand and appropriate. A pupil when asked to read, should understand that hesitation and mumbling have no part in reading; pupils who are permitted to stand on one foot, lean against the desk, hold the book firmly against the body, etc., etc., while the easy words are pronounced and the difficult words either entirely omitted or touched very lightly—any pupil permitted to treat a reading lesson in this manner will have cause at a later day to severely criticise those responsible for his training or rather lack of training.

Reading is considered by many pupils as something which needs but little preparation; this accounts for the poor results obtained in some quarters. If we can teach our pupils to realize that time spent in the preparation of the reading lesson means less time spent in the preparation of the geography lesson, the history lesson, all other lessons, perhaps we can do some better work in this important subject.

Pupils are not supposed to know the difficult words without study. A basic book without difficult words would not be a basic book, or if so a very poor one. The difficult words should be placed upon the blackboard, diacritically marked, accented and the pupils given time to master these words. If there is to be "word calling" let it be before the reading lesson; "word calling" at the proper time is a very good training from many points of view; at this time also the meaning of the words, said meaning to be determined if possible from the context and if this is impossible, from other sources, should be given and thoroughly understood.

EFFICACY OF REVIEWS.

The tendency today along almost all lines is for rapid changes. This tendency we find in the school room. Pupils rarely read a selection because it contains beautiful thoughts, or offers opportunity for revivifying experiences, either real or imaginary. Most pupils, if they succeed in calling the greater part of the words in the lesson, conclude that the work is done; let all such effort be expended at another time and let the reading lesson be a lesson in reading. After the details of the lesson have been thoroughly mastered, let the selection be read many times during the term. Mental growth and culture come from reading worthy selections when the time may be given to the thoughts expressed, rather than to the mechanical parts of the same.

READING TO CHILDREN.

The plea that teachers should never read selections to the pupils is not well grounded; most people, whether children or adults, appreciate hearing a good reader; exercises of this character give opportunity to the teacher to exemplify important points, and give the pupils an opportunity to focus the attention upon the thought, without any energy expended in word mastery, punctuation, etc. Great good and much teaching may be done by the teacher occasionally reading the regular lesson to the pupils; or reading other suitable selections of prose or poetry. In this manner pupils easily comprehend the effects of good articulation, clear enunciation, emphasis properly placed, time, quality,

etc. In all other subjects demonstrations are considered necessary, and there is no plausible reason why the same will not hold in teaching reading.

STORY-TELLING.

Story-telling has a valid place in all primary and intermediate grades, and often is of great value in grammar grades. One rarely grows to be so old that he does not appreciate a good story, well told. It has a stronger place in teaching than reading to children, for the reason that the teacher is not encumbered by the presence of the book; gives her attention to the pupils, noting from time to time the effect of the story; and develops within the pupils a desire to read a selection with a thoroughness that will enable them also to completely grasp the meaning of the author. Teachers who have developed the power of story-telling have an advantage in many ways over those teachers who have not cultivated this power.

DRAMATIZATION.

Dramatization of stories has an important place in the education of children. Too often this work is concluded in the first or second grades. This method of teaching may well be continued in intermediate grades, since through dramatization the necessity for clear thinking and correct interpretation are self-evident to the pupil. In grammar grades when the opportunity is extended, many pupils enter vigorously into the work; in fact dramatization appeals to all people, as is exemplified by high school pupils and by men and women who long ago left the school room. The fact that pupils will voluntarily remain after school, if necessary, to prepare for this work, is conclusive evidence that this phase of educational endeavor appeals to them strongly.

SELECTIONS FOR MEMORIZING.

A minimum amount of work for memorizing is specified for each grade. Through work of this character the pupil increases his vocabulary, becomes acquainted with and accustomed to the best forms of expression, and strengthens his appreciation for good diction; tends

towards the elimination of slang, provincialisms, tautology, verbosity, redundancy, etc., and provides an excellent medium for ethical training.

The work as arranged correlates with the work in language and grammar and leads the pupil to appreciate the close relationship existing in much of his academic effort.

Pupils after committing the selections for any particular grade, should have the same frequently presented as they advance from grade to grade. Occasionally the effort expended in memorizing a selection tends at that particular time to lessen the pupil's appreciation of the same. Recalled again and again will furnish splendid opportunities for the teaching indicated in the second paragraph above. Accomplish the work in this particular as outlined in reading and in language and grammar, and pupils, regardless of the number of schools attended during the term or year, will be able to participate with satisfaction and profit.

A GENERAL PLAN.

Let the assignment be made very definite; any supplementary work to be done aside from the lesson in the text—let this be thoroughly understood and all provisions made.

Let the teacher select the unfamiliar words of the lesson, placing the same on the blackboard in vertical columns, diacritically marking, accenting and syllabifying the same.

Either as a study recitation, or preparatory to the rendition of the lesson have the pupils pronounce the words on the board; let this be done in concert; by rows, by boys, by girls, and by individuals.

Call attention to the spelling of any difficult useful words; call attention to the syllabification and accent. Have the most useful words—words which should be a part of the writing vocabulary of the pupils—have these words used in sensible sentences. Develop meaning of other difficult words in the lesson, particularly in the way these words are used in the present lesson.

Thoroughly master the mechanical side of the lesson before attempting to have a reading lesson.

In some intermediate grades, teachers prefer having the pupils use the dictionary for the work above specified.

This is rarely satisfactory—the reasons for this being so evident that no explanation is deemed necessary.

Let us emphasize what reading is; when once our pupils comprehend this, it should assist very materially in securing better results. Let us determine now that the preparation of a lesson and the rendition of the same are two very distinct propositions. Few people are able to accomplish both at one and the same time.

When a reading lesson is thus prepared the pupils will read with assurance, with understanding, with a consciousness that the work is being well done—a condition greatly to be desired.

“Reading is the backbone of the Grade Course of Study.”

GRADE ONE—ONE.

The primary teacher who admits from twenty-five to forty children to her room on the opening of school has accepted an opportunity and assumed an obligation that is rarely duplicated in any other line of activity.

Here enter the little ones who during the past six years have been actively engaged in acquainting themselves with their environment. They have been attending the school of experience, and through the five senses have accumulated a wonderful stock of knowledge.

Now for the first time, many of them are to learn that these experiences have been recorded, and through a mastery of certain signs and symbols said experiences may be revived. What a happy discovery! How wonderful! How interesting!

The teacher impliedly says with assurance: “Assign these children to my care and keeping, and I shall utilize their experiences, comparatively few though they may be, and develop within them without loss of physical energy, the power to read and interpret the written and printed page, thus enabling them to become acquainted with environments other than their own; assign them to my care and I shall increase their spontaneity, directing them naturally from the concrete to the abstract, never forgetting that voluntary attention is based upon interest, and is

the chief motive power in all educational endeavor; assign them to my care and their transition from the free and natural method of learning in the great school outdoors to the school room method of learning—to a large extent through symbols, will be so gradual, so interesting and so beneficent that the momentum acquired while under my direction will, under proper regulations, guarantee a love for school attendance and for continued research along educational avenues.”

One rarely forgets his primary teacher; although unable to determine whether or not the instruction is based upon sound psychological facts and pedagogical principles, yet the pupil at this early age is conscious of power gained, and the experience is so pleasing that he rarely, if ever, forgets the teacher who was instrumental in directing his way.

The Rational Method in Reading is the authorized text in the East St. Louis schools. A treatise here on the presentation of the subject to beginning pupils is unnecessary for two reasons; the large majority of the primary teachers are teachers of experience in using this method; the manual for teachers is so explicit and so plain, that any teacher interested in the subject and in her work will have no difficulty in determining the plan of the author.

New methods and new systems of teaching beginning pupils to read are constantly appearing on the market; some emphasize certain points, while others approach the subject from an entirely different angle. Suffice to say that regardless of methods and systems, there are some very definite fundamental principles underlying the presentation of the subject, and these principles are pedagogically applied in and through the Rational Method in Reading. Too many new systems emphasize memory to the detriment of the intelligence and reason; wonderful results are obtained in a short time through some of these systems, but the following months very quickly demonstrate that the work is not grounded; pupils are not conscious of inherent power and must of necessity lean too heavily upon the teacher for support. Foundations of this character, a little later in the pupil's life, lead him to become that vacillating individual too often found on a seat near the teacher's desk.

The primary teachers in the East St. Louis schools have been very successful in teaching beginners to read; many class exercises in institutes and other educational meetings, together with the favorable comment of educators of national reputation, bear witness to this statement. Teachers most successful are those who most thoroughly comprehend the spirit as well as the contents of the manual.

Every primary teacher should exercise great care when placing written or printed work upon the blackboard. This is self-evident to every teacher, and is stated here simply as a matter of precaution.

In all grades, but particularly so in primary grades, teachers should utilize the interpretative power of illustrative drawings. Very often a few minutes with the crayon in the hands of a teacher of ability will do more to clarify the expression of the teacher and the impression of the pupil than any other means to be found in the school room.

Ward's Primer, to page 105—Read the Preface to the Manual, giving particular attention to the second and third paragraphs; to paragraphs numbered 1, 2 and 3 on the first page, and to paragraphs 1, 2 and 3 on the second page, calling to mind constantly the paragraph numbered 2.

The matter contained on page 5 of the Manual is based upon experience and sound teaching; notice that the directions given are the same as found in many of the "late systems." Note what the author says about hurrying, and reading without expression; his remedy for securing expression—the only sensible one for beginners. Observe what is said concerning "The Drill on Phonograms." Our most successful teachers are those who implicitly believe in and follow these directions.

It is evident that the directions under "Ear-Training" were written by one experienced in the work. This is sound teaching and many there are who testify to the efficacy of the plan. On page 8 in the Manual are specific directions under the heading "The Book-Reading." This is a simple problem and should not cause mental nor physical strain on the part of the pupils.

Perhaps the greatest problem for teachers not thoroughly conversant with the work is the matter of teaching

the Blend. Seven paragraphs under this heading give specific directions for developing this power; the treatment given in these paragraphs is scientific. If the pupil fails in this one point his work will become laborious, the school day apparently endless, and his joy and enthusiasm reduced to the minimum.

The directions given in Chapter III, are largely a repetition and extension of those given in previous chapters. The author is intensely in earnest, therefore dwells somewhat at length on these important points. Constant reference to "The Book-Reading", "The Drill on the Phonograms" and "The Drill on the Blend", all given in this chapter will assist very materially in solving the problems confronting the primary teacher.

See that you are provided with the Phonetic Cards and use them frequently. Constant review here, means a solid foundation for the pupils, and a steady, normal progress in the work.

GRADE ONE—TWO.

Complete Ward's Primer, and First Half of Ward's First Reader.

Read the introduction to this course of study, and the matter contained under Grade One—One. Master the Manual and enter into its spirit. Confer frequently with the first primary teacher and learn of obstacles met and overcome.

Read the "Publisher's Note" and "To the Teacher" in the first pages of the First Reader. These directions contain sound doctrine and cannot be violated without serious results. Time and thought given here will save unnecessary and unprofitable exertion on the part of pupils and teacher.

See that you are provided with the Phonetic Cards and use them frequently. Constant review here, means a solid foundation for the pupils, and a steady, normal progress in the work.

GRADE TWO—ONE.

Complete Ward's First Reader, and First Half of Ward's Second Reader.

Read the introduction to this course of study, and the matter contained under previous grades. Remember that the author has given no directions that are not founded upon experience and reason. Unless the teacher comprehends the matter and method of previous grades, much mental and physical energy will be sacrificed.

Read the "Publisher's Note," and "To the Teacher" in Ward's Second Reader. If this work is new to the teacher confer frequently with teachers in lower grades. Unless the author's ideas are comprehended fully, and followed in detail, much of the work possible of accomplishment will never be realized.

See that you are provided with the Phonetic Cards and use them frequently. Constant review here, means a solid foundation for the pupils, and a steady, normal progress in the work.

GRADE TWO—TWO.

Complete Ward's Second Reader and Elson's Primary Second Reader.

Read all preceding directions given in this course of study. Become as familiar with the plan of the work as any teachers in lower grades. Frequent conferences with your pupils' former teachers will lessen your difficulties, and increase the efficiency of these teachers, in that it will acquaint them with the durability of their work, and give opportunity for strengthening any points you may suggest.

Continue the plan when beginning Elson's Second Reader. Do not allow the knowledge and power acquired in lower grades to gradually disappear through inactivity.

See that you are provided with the Phonetic Cards and use them frequently. Constant review here, means a solid foundation for the pupils, and a steady, normal progress in the work.

Become thoroughly acquainted with the Manual accompanying Elson's Second Reader. A careful study of this manual will convince the reader that much time and thought were given in the preparation of this manual. - It is exceedingly well organized and should prove of great value to any teacher of reading in this grade.

Use the manual in assignments. Place some or all the thought questions on the blackboard in order that pupils may have some direction in preparing the work.

Follow the assignments as outlined by months. If pupils entered any one school and remained during the year, this would be immaterial. From eight hundred to one thousand transfers are issued yearly to pupils, and these pupils when entering another school should be able to participate in all class exercises based upon any work thus far in the term; this will give unanimity to the work, and increase the confidence of the pupil in the purpose and work of the school—no small item.

The starred lessons are the selections for memorizing, and constitute the minimum amount of work of this character to be accomplished. This correlates with the work in language and grammar and assists in unifying and strengthening the course.

ELSON'S PRIMARY SCHOOL READER—Book II.

SEPTEMBER—FEBRUARY.

The Ant and the Grasshopper.

The Cow.

The Months.

*Come Little Leaves.

The First Umbrella.

The Boy and His Cap.

The Two Shops.

OCTOBER—MARCH.

*Twinkle, Twinkle, Little Star.

The Leaf That Was Afraid.

The Snow Man.

The Doll's Thanksgiving Story.

*What Lights the Stars at Night?

The New Voices.

The Kind Old Oak.

The Twelve Months.

NOVEMBER—APRIL.

*My Shadow.

The old Woman Who Wanted
all the Cake.

The Naughty Shadow.
America.

*Daisies.

The Dog in the Manger.

The Elephant and the Monkey.

Golden Cobwebs.

The Bear Who Played Soldier.

DECEMBER—MAY.

*The Flag.

Animals Who Found a Home.

The Easter Rabbit.

The Fairy Shoemaker.

Pleasing Everybody.

Robin's Secret.

The Little Cook.

*Who Has Seen the Wind?

JANUARY—JUNE.

The Summer Maker.
*The Rainbow.
The Lost Doll.
The Three Pigs.

*Bed in Summer.
The Magpie's Lesson.
How Buttercups Come.

THIRD GRADE.

Elson's Primary School Reader—Book III.

Read the introduction to this course of study, and the remarks and suggestions given under the first and second grades. Become thoroughly acquainted with the Rational Method in Reading, in order that you may know what powers your pupils possess; after determining this utilize this power in the work of this grade. The power developed in the first and second years was not for temporary purposes, but for a foundation for all future work, and which should be strengthened in all succeeding grades. Become familiar with the general plan recommended in the introduction.

The author of the manual accompanying the Elson's Third Reader has rendered you a great service. To avoid reading periods which are monotonous, devoid of interest, little, if any, preparation on the part of pupils, a mechanical rendition of the words, a sigh of relief when the lesson is concluded, consult the manual.

Remember that attention is based upon interest, and interest cannot be maintained unless there is comprehension. This means careful, intelligent, purposeful preparation on the part of pupils.

Constructive work in connection with the reading periods will have much to do with the preparation and understanding on the part of pupils in all other lessons. The number of pupils reading with ease, pleasure, composure and assurance is a fair indication of the efficacy of the teacher's influence and direction.

Follow the assignments as outlined by months. If pupils entered any one school and remained during the year, this would be immaterial. From eight hundred to one thousand transfers are issued yearly to pupils, and these pupils when entering another school should be able to participate in all class exercises based upon any work thus far in the term; this will give unanimity to the work, and in-

crease the confidence of the pupil in the purpose and work of the school—no small item.

The starred lessons are the selections for memorizing, and constitute the minimum amount of work of this character to be accomplished. This correlates with the work in language and grammar and assists in unifying and strengthening the course.

SEPTEMBER.

Farewell to the Farm.	The Golden Pears.
The Golden Goose. 2.	*The Shell.
The Simpleton. 3.	

OCTOBER.

The Fairies.	*The Bird and the Ship.
The Miser.	Old Horses Know Best.
Columbus and His Son, Diego. 3.	The Clown and the Countryman.
The Golden Fish.	*Suppose.

NOVEMBER.

Fairy Days.	The Pigtail's Place.
How Doughnuts Came to Be Made.	The Dog and the Horse.
Little Pumpkin's Thanksgiving.	Little Papoose.
Cinderella, or the Little Glass Slipper.	*Robin Redbreast.

DECEMBER.

A Christmas Wish.	Peboan and Seegwun.
Gretchen's Christmas. 3.	*Which Wind is Best?
The Christmas Tree.	The Candles.

JANUARY.

The Jumbles.	What Broke the China Pitcher. 2.
*Signs of the Seasons.	A Little Lad of Long Ago.
Saint George and the Dragon.	
Where Do the Years Go?	

FEBRUARY.

Only One Mother.	Hans and the Four Great
The Boy, the Bees and the British. 3.	Giants. 3.
	*Fairy Folk.
	Washington's Birthday.

MARCH.

Ulysses and the Bag of Winds.	The Fairy's Shoes.
Irene, the Idle. 5.	*Which Loved Best?
The Brownies.	

APRIL.

The First Easter Eggs.	The Fox and the Crow.
Brother Green Coat. 2.	David the Singer.
Birds in Spring.	*Fairy Land.
Joseph the Ruler. 3.	

MAY.

What Kept the Chimney Wait- ing?	The Ugly Duckling.
Why the Rabbit's Tail is Short.	The Star and the Lilly.
Nest Eggs.	The Daisies.
The Scarecrow.	The Brooklet.
The Sleeping Beauty.	*The Raindrop's Ride.
	Calling the Violets.

JUNE.

Mother Spider.	The Stone Cutter. 2.
The Brownie of Blednock. 3.	Brother Fox's Tarbaby. 3.
The Skylark's Spurs.	*Vacation Time.

FOURTH GRADE.

Elson's Primary School Reader—Book IV.

Teachers of fourth grade pupils frequently have more pupils who are retarded than teachers in any previous grades. These pupils have failed to master fundamentals, consequently must rely too strongly upon memory for much of the school work.

This makes the work difficult, and signifies that additional means and methods must be employed. Usually there is great pleasure in doing the things one can do well; there is dissatisfaction, mental pain and anguish in attempting to do day after day, the things for which one is poorly prepared. Pupils of this character need special attention; particular weaknesses should be discovered and persistent effort made to eradicate them through a complete retracing of the essentials leading up to the point at issue. If this is not done, the pupil will become more and more confused and disheartened until finally mental effort is foreign to him.

To be of genuine assistance to such pupils the teacher is urged to become thoroughly acquainted with the work in all lower grades. What methods are utilized in difficult cases in primary grades?

The manual used in primary grades offers many sound arguments for meeting just such issues. Secure a copy and test these pupils on some very elementary fundamentals. Pupils once realizing that there are definite means for attacking definite problems will strive earnestly to master them. For pupils day after day to attempt work for which they are not prepared is discouraging to the teacher, obnox-

ious to the pupils, and results in a genuine atrophying of the pupils' interests.

Become familiar with the general plan recommended in the introduction. This plan will assist the slow pupils, and add to the proficiency of the normal and accelerated pupils.

The manual accompanying the Elson's Primary Fourth Reader will serve you well, if you master its contents. The author of this manual knew how to present a reading lesson; he knew the basis for good reading; he knew what experience means to the reader, and how to supplement this experience if necessity required; he knew the necessity of pupils mastering the mechanical points, before making any serious effort towards rendition and interpretation.

Follow the assignments as outlined by months. If pupils entered any one school and remained during the year, this would be immaterial. From eight hundred to one thousand transfers are issued yearly to pupils, and these pupils when entering another school should be able to participate in all class exercises based upon any work thus far in the term; this will give unanimity to the work, and increase the confidence of the pupil in the purpose and work of the school—no small item.

The starred lessons are the selections for memorizing, and constitute the minimum amount of work of this character to be accomplished. This correlates with the work in language and grammar and assists in unifying and strengthening the course.

SEPTEMBER.

- | | |
|-----------------------------------|--------------------------|
| A Story of the Flag. | The Flag. |
| Evening at the Farm. | The Drivers. (Whittier). |
| A Dog of Flanders. | *The Child's World. |
| How the Chipmunk Got Its Stripes. | |

OCTOBER.

- | | |
|-------------------------------|----------------------------|
| Beowulf, the Brave Prince. 6. | Hiawatha's Fishing. 2. |
| Early Settlers. | *How the Leaves Come Down. |
| The Wise Jackal. 2. | |

NOVEMBER.

- | | |
|----------------------------------|--------------------------------|
| Benjamin Franklin, The Wharf. | *No Boy Knows. |
| Sigurd, the Youthful Warrior. 6. | The First Thanksgiving Day. 4. |
| A Brave Boy's Adventure. | |

DECEMBER.

- | | |
|---------------------------------|-------------------|
| Rumpelstiltskin. 2. | Pioneer Tales. 3. |
| Christmas Fairy and Scrooge. 3. | That Calf. |
| *Raining. | |

JANUARY.

- | | |
|--------------------------------------|---|
| Abraham Lincoln as Post Mas-
ter. | Through the Looking Glass. 3. |
| Talking in Their Sleep. | A Farewell. |
| Roland the Noble Knight. 6. | *Proverbs from Poor Richard's
Almanac. |

FEBRUARY.

- | | |
|---------------------------------|--------------------------|
| The Squirrels at Walden. | A Glimpse of Washington. |
| What the Wood Fire Said. | Daniel Boone. |
| Lord Cornwallis's Knee Buckles. | The Nuremberg Stove. 8. |
| *We Thank Thee. | |

MARCH.

- | | |
|---|-------------------------------|
| A Boy's Song. | Mishook, the Siberian Cub. 5. |
| The Quest. | The Sunken Treasure. 2. |
| Proverbs of Solomon—
(Read at any time). | A Trick for Doing Good. |
| | *A Wonderful Weaver. |

APRIL.

- | | |
|----------------------------|---------------------|
| The Miraculous Pitcher. 4. | Agreed to Disagree. |
| The Brook's Song. | The Tree. |
| *Planting the Tree. | The Singing Lesson. |

MAY.

- | | |
|---------------------------|--------------------------|
| Song for Flag Day. | Bob White. |
| The Quangle Wangle's Hat. | May (Poem). |
| A Fable. | The Fish I Didn't Catch. |
| Bees and Flowers. | The Foolish Jackal. |
| *The Bluebird. | |

JUNE.

- | | |
|-------------------------|--------------------------|
| Little Brown Hands. | Daybreak. |
| The Bee and the Flower. | A Brave Boy's Adventure— |
| A Secret. | The Fisherman. |
| *Rain in Summer. | (Review). |

FIFTH GRADE.

Elson's Grammar School Reader—Book I.

Become familiar with the plan and scope of the work in all previous grades. Your success in teaching reading in this grade largely depends upon your intimate knowledge of all work accomplished in preceding grades. There are very few activities where one may start anywhere and end successfully; there is a beginning and a rational road over which one must travel.

Read the introduction to the book, giving special attention to paragraphs two, three and four on page 10, and to the paragraph on page 11. The phraseology of these paragraphs gives one confidence in the author's ability and purpose.

The table of contents reveals at a glance a splendid collection of stories, poems and biographies worth while. Do not permit these helpful selections to become nauseating to the pupils on account of inability to handle properly the mechanical ends. The author has certainly made every preparation for both teacher and pupil to enter into this work with pleasure and confidence.

Become familiar with the general plan given in the introduction. Some preparation must be made, and a definite understanding is always preferable to anything momentarily devised.

What has been said with reference to the manuals accompanying the Elson Readers, applies with equal force to this grade. The teacher neglecting to utilize fully the manual for this grade, attempts unnecessary work, and that too when many other duties demand attention.

Follow the assignments as outlined by months. If pupils entered any one school and remained during the year, this would be immaterial. From eight hundred to one thousand transfers are issued yearly to pupils, and these pupils when entering another school should be able to participate in all class exercises based upon any work thus far in the term; this will give unanimity to the work, and increase the confidence of the pupil in the purpose and work of the school—no small item.

The starred lessons are the selections for memorizing, and constitute the minimum amount of work of this character to be accomplished. This correlates with the work in language and grammar and assists in unifying and strengthening the course.

SEPTEMBER.

September.

The Land of Liberty.

Golden Touch. 3.

*The Old Oaken Bucket.

Aladdin's Lamp. 4.

OCTOBER.

- | | |
|---------------------------------|-----------------------------|
| *October's Bright Blue Weather. | Darius Green and His Flying |
| The Name of Old Glory. | Machine. 3. |
| The Huskers. | Woodman Spare that Tree. |
| Ali Baba and Open Sesame. 5. | |

NOVEMBER.

- | | |
|-----------------------------|---------------------------|
| November. | Song of Hiawatha. 8. |
| *Corn Song. | Capturing the Wild Horse. |
| The First Thanksgiving Day. | |

DECEMBER.

- | | |
|-----------------------------|-------------------------|
| *A Visit from St. Nicholas. | Story of Robin Hood. 8. |
| The Whistle. | |

JANUARY.

- | | |
|---------------------------------|--------------------|
| Sinbad the Sailor. 6. | Tubal Cain. |
| The Little Land. | Tired of Play. |
| The Blind Men and the Elephant. | The Inchcape Rock. |
| *The Best That I Can. | |

FEBRUARY.

- | | |
|---------------------|---------------------------------|
| Gulliver's Travels. | Lullaby of an Indian Chief. |
| Night. | The Leak in the Dyke. |
| To-day. | *The Night Has a Thousand Eyes. |

MARCH.

- | | |
|---------------------|-----------------|
| Robinson Crusoe. | An Ax to Grind. |
| *Somebody's Mother. | |

APRIL.

- | | |
|----------------------------|-----------------------|
| *The Arrow and the Song. | Æsop's Fables. |
| Song of Haiwatha (Review). | Spring. |
| Voice of Spring. | The Wind and the Sun. |

MAY.

- | | |
|-------------------------------|---------------------|
| Paradise of Children. 5. | The Brown Thrush. |
| The Yellow Violet. | Birds in Summer. |
| Piping Down the Valleys Wild. | Jack in the Pulpit. |
| *Children's Hour. | |

JUNE.

- | | |
|---------------------|----------------------------------|
| Gladness of Nature. | The Spider and the Fly. |
| Independence Bell. | Gulliver's Travels. (Review). 3. |
| Four Leaf Clover. | Home Sweet Home. |
| Travel. | *Give. |

SIXTH GRADE.

Elson's Grammar School Reader—Book II.

Read all that has been said in preceding pages, and ascertain the effort that has been made to prepare your pupils to become intelligent and proficient readers. Should

any of your pupils have failed to comprehend the work to date, do not err by insisting on their onward march, hoping that in some inconceivable manner they will later "wake up" to their possibilities!

In all such cases the directions given under previous grades furnish the solution. If this is not done, the end of the term will find the teacher undecided as to what to do with John and Mary; should they be promoted on trial, or should they remain in this grade and attempt to do the work again in the very same manner, and with no better foundation? In such cases John and Mary must have some very definite teaching, and if this is not done they must continue to roam around, as it were, undecided as to the advisability of remaining in school. Become familiar with the general plan recommended in the introduction. This plan will assist slow pupils and add to the proficiency of the normal and accelerated pupils.

Get the author's view point by reading the second and third paragraphs of his introduction on page 10. Determine upon some definite results to be accomplished through the study and recitation periods and allow nothing to interfere until this is realized. Dwell upon and reinforce weak points until they no longer serve as obstacles to the progress you are attempting to make; these must be removed, otherwise much of your effort will be fruitless.

Too often the reading lesson is over when the words are correctly pronounced, the proper expression given, and the next lesson assigned. Pupils in this grade should appreciate in a definite manner the selection studied, and should add to their aims and expectations from deductions prompted from a careful study and rendition of the lesson. The selections in this text are such as should appeal to any boy or girl of the sixth grade, and are calculated to increase the desire for wholesome literature.

Consult the manual for this reader and determine whether or not you can secure the results anticipated by the author as stated in his six reasons as enumerated in the first paragraph. Read the remainder of part one, and notice the thoughtful experience the author has had in his work in the class room. One cannot write in this manner unless

he has had actual working experience; he has passed along the way, and has left many helps for teachers both with and without similar experiences.

Thought questions placed upon the blackboard to guide the pupil in his study of the lesson will prove valuable from many view points. Many of these have been prepared by the author, thus saving the time and energy of the busy teacher.

Follow the assignments as outlined by months. If pupils entered any one school and remained during the year, this would be immaterial. From eight hundred to one thousand transfers are issued yearly to pupils, and these pupils when entering another school should be able to participate in all class exercises based upon any work thus far in the term; this will give unanimity to the work, and increase the confidence of the pupil in the purpose and work of the school—no small item.

The starred lessons are the selections for memorizing, and constitute the minimum amount of work of this character to be accomplished. This correlates with the work in language and grammar and assists in unifying and strengthening the course.

SEPTEMBER.

- | | |
|-------------------------|--------------------|
| *The Flag. | Story of Horatius. |
| A Legend of Bregenz. 4. | |

OCTOBER.

- | | |
|------------------------------|-----------------------|
| Hohenlinder. | Death of the Flowers. |
| King of the Golden River. 9. | Arnold Winkelried. |
| *The Village Blacksmith. | |

NOVEMBER.

- | | |
|-----------------------|-------------------------|
| The Sea. | The Pumpkin. |
| Story of Achilles. 9. | Psalm of Life. |
| Our Country. | *Find a Way or Make It. |

DECEMBER.

- | | |
|-----------------------|---------------------------|
| Story of Ulysses. 10. | Emigration of the Pilgrim |
| The Christmas Tree. | Fathers. |
| | *Dare To Do Right. |

JANUARY.

- | | |
|------------------------|------------------|
| The Story of Æneas. 9. | *Abou Ben Adhem. |
| Kentucky Bells. | |

FEBRUARY.

- | | |
|------------|-------------------|
| Longing. | Lexington. |
| Columbia. | Better Than Gold. |
| *Gradatim. | |

MARCH.

March (Poem)	Ring Out Wild Bells.
Bells of Shannon.	Pied Piper.
Birds of Killingsworth.	*Those Evening Bells.

APRIL.

An April Day.	Apple Blossoms.
Voice of Spring.	The Fountain.
My Arrival in Philadelphia.	Contentment.
*The Barefoot Boy.	Planting of the Apple Tree.
Bobolink.	

MAY.

The Bumble Bee.	The Fir Tree.
The Village Blacksmith—	Birds of Killingsworth—
(Review)	(Review).
*Our Country.	

JUNE.

Our Country (Review).	*Psalm of Life.
The Old Clock on the Stairs.	America.
Daffydowndilly. (Review). 2.	Song of Cecelia Thaxer.
Bells of Shannon.	The Spacious Firmament.

SEVENTH GRADE.

Elson's Grammar School Reader—Book III.

Analyze all that has been said in preceding pages; even the work and methods employed in the primary grades will be of interest, and often furnish a basis for solving difficult problems in this grade. The suggestions offered in all other grades will apply with equal force in this grade, whether or not they are reiterated.

It will be beneficial to all concerned if the teacher will refresh her memory frequently with the suggestions contained in the introductory remarks found at the beginning of the text for this grade; particularly should the matter in fine print—usually overlooked on this account—be assimilated. This is a short, but a splendid treatise on the subject and gives a definite working basis.

Is it not a fact that most pupils feel that they get less from the reading lesson, than from any other school text? Do we usually have the interest and zeal exemplified in the reading lesson that obtains in the spelling lesson, the arithmetic lesson, the history lesson, etc., etc? If reading is the

backbone of the grade course of study, then by all means we must put more thought and preparation into the subject.

The reading period should be a time for mental recreation; it should be a time for mental acquisition; it should be a time for genuine pleasure. The pupil who sits listlessly in his seat, manages to find the place when called upon to read, performs his duty as he sees it, then sits down, in order that the work may proceed without interruption—this pupil has never learned the purpose of reading; to him it is a routine of the regular school work—little more.

Become familiar with the general plan suggested in the introduction to this course. To assign lessons without specific directions as to what is to be done, accounts for many pupils failing to get anything from the time spent in so-called preparation. Repeated assignments of this character very naturally lead the pupil to the conclusion that there is little in it, consequently he gets little from it.

The manual accompanying this text is the result of real experience on the part of the author. Evidently he has seen many reading periods which were of little value; his experience and labor should prevent teachers of less experience from having to learn these lessons through actual practice. Make the manual your daily companion, and you will find it to be of genuine worth.

Follow the assignments as outlined by months. If pupils entered any one school and remained during the year, this would be immaterial. From eight hundred to one thousand transfers are issued yearly to pupils, and these pupils when entering another school should be able to participate in all class exercises based upon any work thus far in the term; this will give unanimity to the work, and increase the confidence of the pupil in the purpose and work of the school—no small item.

The starred lessons are the selections for memorizing, and constitute the minimum amount of work of this character to be accomplished. This correlates with the work in language and grammar and assists in unifying and strengthening the course.

SEPTEMBER.

- | | |
|----------------------------|-------------------|
| *What Constitutes a State? | The Flag Goes By. |
| Legend of Sleepy Hollow. | September (Poem). |

OCTOBER.

- | | |
|------------------------|--------------------------|
| A Song of the Camp. | The Sandpiper. |
| Character of Columbus. | Biographies. 3. |
| Caledonia. | The Coming of Arthur. 3. |
| The American Flag. | The Belfry Pigeon. |
- *Forbearance.

NOVEMBER.

- | | |
|----------------------------------|-------------------------|
| *Landing of the Pilgrim Fathers. | The Frost Spirit. |
| North American Indians. | To the Fringed Gentian. |
| Tales of a Grandfather. 8. | The Frost. |

DECEMBER.

- | | |
|----------------------|-------------------|
| Snowflakes. | Story of Gareth. |
| The Snowstorm. | *The Day is Done. |
| The Lady of Shalott. | |

JANUARY.

- | | |
|--------------------------------|---------------------------|
| Midwinter. | The Song of Marion's Men. |
| Blow Thou Winter Wind. | Skeleton in Armor. |
| When Icicles Hang By the Wall. | Great American Authors. |
| *The Builders. | The Passing of Arthur. 4. |

FEBRUARY.

- | | |
|------------------------------|--------------------------|
| The Arsenal at Springfield. | The Pine Tree Shillings. |
| Courtship of Miles Standish. | *Abraham Lincoln. |
| The Character of Washington. | |

MARCH.

- | | |
|-------------------------------|--------------------------------|
| Coming of Arthur. (Poem). 4. | The Heights of the Ridiculous. |
| Passing of Arthur. (Poem). 4. | The Shepherd of King Admetus. |
| *To a Skylark. | The Heritage. |

APRIL.

- | | |
|---------------------------|----------------------------|
| The Fatherland. | Legend of Sleepy Hollow— |
| Peerless Knight Lancelot. | (Review). 5. |
| The Flower of Liberty. | *Under the Greenwood Tree. |
| The Marches of Glynn. | |

MAY.

- | | |
|-----------------------|-----------------------|
| The Hurricane. | *To a Mountain Daisy. |
| The Thristle. | The Dandelion. |
| The Cuckoo. | The Use of Flowers. |
| Robert of Lincoln. | Chorus of Flowers. |
| Violet, Sweet Violet. | |

JUNE.

- | | |
|----------------------------|------------------------|
| *Maud Muller. 2. | The Daffodils. |
| The Island of the Fay. | The Bird's Orchestra. |
| A Rill from the Town Pump. | Orpheus With His Lute. |

EIGHTH GRADE.

Elson's Grammar School Reader—Book IV.

Read the introduction to this text; often the introduction gives one a keener insight into the text, than the text itself. The purpose here is plainly stated and leaves no room for conjecture.

Note the paragraphs on "Time", "Pitch", "Quality" and "Force". Evidently the author anticipates something more from pupils of this grade than when much time and labor were spent in a mastery of the words.

Perchance you may have some pupils unable to do the work with a reasonable effort, if so, examine carefully the suggestions under every grade beginning with the first primary. The obstacles must be removed, otherwise your effort to do advanced work in reading will be greatly minimized. This is the last opportunity for grammar school work, and pupils must be grounded in the fundamentals now or in all probability leave the school having obtained but little from his eight years' of service. This is a serious situation and calls for extraordinary skill on the part of the teacher.

A manual has been prepared to assist you in the work. Use it daily and you will find it to be of great value. Definite lines of procedure are clearly indicated: lines which have stood the test of the most exacting.

Utilize the thought questions in the assignment of the lessons. This will furnish a definite working basis for the pupils. Although completing the work of the grammar schools, these pupils are unable to make the proper discriminations in many instances as to what is worth while.

Under part one in the manual consider the author's six objects in teaching reading. Under part three, analyze the first lesson plan and see the thoroughness expected on the part of teachers and pupils.

All eighth grade pupils are studying the same selections, and will enter the high school with a common stock of knowledge; this will enable high school teachers to adapt suitable work and do intensive teaching during the initiatory period in the high school. Eighth grade teachers should visit the English classes in the High School occasionally and see the

results of their work. Conferences with the high school teachers along this and similar lines cannot but prove beneficial.

Become familiar with the general plan suggested in the introduction. This is definite and a plan used in many grade and high schools. No pupil can struggle with the mechanics of reading and appreciate the selection: no pupil can struggle with the mechanics of reading and read with expression. No pupil can struggle with the mechanics of reading and enjoy the recitation period. If work is necessary along mechanical lines, and in most grades this is the situation, then have this work done, and done well; do not hesitate to spend all the time that is necessary in this preparatory work.

Follow the assignments as outlined by months. If pupils entered any one school and remained during the year, this would be immaterial. From eight hundred to one thousand transfers are issued yearly to pupils, and these pupils when entering another school should be able to participate in all class exercises based upon any work thus far in the term: this will give unanimity to the work, and increase the confidence of the pupil in the purpose and work of the school—no small item.

The starred lessons are the selections for memorizing, and constitute the minimum amount of work of this character to be accomplished. This correlates with the work in language and grammar and assists in unifying and strengthening the course.

SEPTEMBER.

The Leap of Roushan Beg.
Rip Van Winkle. 6.
*Lochinvar.
John Gilpin. 2.

Regulus Before the Roman Senate.
Rienzi's Address to the Romans.

OCTOBER.

How They Brought the Good
News From Ghent to Aix.
From Morn 'Till Night on a
Florida River.
The Return of Regulus.
The Great Stone Face.

The Memory of our Fathers.
*Columbus.
Napoleon Bonaparte.
South Carolina and the Union.
Reply to Hayne.

NOVEMBER.

Edgar Allan Poe.
The Raven. 2.
*To a Waterfowl.

Evangeline. 10.
The Last Leaf.

DECEMBER.

- | | |
|----------------------------------|------------------------------|
| Building of the Ship. 3. | *Love of Country. |
| A Descent into the Maelstrom. 3. | The True Grandeur of Nature. |
| The Man Without a Country. | |

JANUARY.

- | | |
|------------------------------|---------------------|
| Snowbound. 8. | *The American Flag. |
| Spartacus to the Gladiators. | The Bells. |
| Merit Before Birth. | One Hoss Shay. |
| Lincoln the Great Commoner. | |

FEBRUARY.

- | | |
|---------------------------------|--------------------------------|
| The Capture of Quebec. | The Way to Wealth. |
| England's Hold on the Colonies. | Visions of Sir Launfal. 3. |
| Speech of Patrick Henry. | The Chambered Nautilus. |
| The Evils of War. | Washington's Farewell Address. |
| *Apotrophe to the Ocean. | Recessional. |

MARCH.

- | | |
|-----------------------------------|--------------------------------|
| Incident of the French Camp. | The First Settlement of New |
| Herve Riel. | England. |
| Song of the Chattahooche. | Supposed Speech of John Adams. |
| Annabel Lee. | The Cloud. |
| To a Skylark. | Destruction of Sennacherib. |
| Emmet's Vindication. | Eve Before Waterloo. |
| *Mercy. | *Man. |
| King Philip to the White Settler. | |

APRIL.

- | | |
|-------------------------------|--------------------------------|
| Song of the Greek Bard. | The Ship Builders. |
| Marco Bozzaris. | Peace, the Policy of a Nation. |
| The Burial of Sir John Moore. | Cataract of Lodore. |
| My Visit to Niagara. | *The Brook. |

MAY.

- | | |
|---------------|--------------------------------|
| *Opportunity. | Parting of Marmion and Doug- |
| The Skylark. | las. |
| Absalom. | Selection from Shakespeare. 3. |
| The Boys. | The Voyage. |
| | Charge of the Light Brigade. |

JUNE.

- | | |
|---------------------------------|--------------------------|
| Yussouf. | The Bugle Song. |
| *Dedication Speech at Gettys- | For A' That and A' That. |
| burg. | Old Ironsides. |
| Address at the Battle of Bunker | O Captain, My Captain. |
| Hill. | The Mocking Bird. |
| Paul Revere's Ride. | |

DETAILED COURSE OF STUDY FOR GRADE CLASS IN SPELLING

SPELLING—ALL GRADES.

Universities declare that colleges do not emphasize spelling. Colleges declare that the high schools do not emphasize spelling. High schools declare that the grammar grades do not emphasize spelling. Grammar grades declare that the intermediate grades do not emphasize spelling. Intermediate grades declare inasmuch as the the foundation for spelling was not laid in the primary grades that the task before them is too great.

The assumption that spelling can be taught incidentally or "accidentally" has had its day, and educators the world over have come to believe that spelling should have the same intensive preparation and thought that is given to other academic branches.

Reading, writing, spelling and composition are parts of English and the finished product must of necessity be poor if the pupils are weak in any of these essentials.

The Course of Study in Spelling for the first and second grades, superficially examined, will appear too exhaustive; a critical examination will show that the words here given are included in vocabularies of all normal children, for whom the lists are prepared.

While the list of words given for each lesson may appear extensive, yet the intensive work required is very reasonable, inasmuch as but one, possibly two new words are given each day. The length of the lessons are caused by assigning again and again the words previously spelled.

These new words are to be particularly emphasized; the pronunciation, syllabication, diacritical marks, accent and meaning are to be used in connection with the two words in every lesson. Like all other teaching worthy of the name, reviews of important words along this line are necessary if lasting impressions are obtained.

Pupils come to the two-two grade conscious of power to master new words. There is no power more greatly to be desired; the vocabulary of any pupil will rarely be increased unless personal effort is made; personal effort cannot be expected unless the ways and means for this effort are provided.

Mental growth must be in accordance with natural law. Too often, in intermediate and grammar grades, very little real effort is made on the part of pupils toward the mastery and meaning of new words. Some words have more than one syllable and these syllables begin and end at some definite place; some words are accented, and this accent has a definite place. The work so nicely begun and the power utilized in the primary grades should not be suffered to retrograde as pupils advance through the grades. Pupils come to the two-two grade fully conscious of personal power along these lines. To allow this power to gradually disappear—through lack of use—does the pupil a lasting injury. The development of personal power, rather than the assimilation of facts through accretion, should and must be the result of the time pupils spend in school.

Do not overlook the supplementary lessons; these will serve as aids in teaching of sounds, vowels, homonyms, rules of spelling, abbreviated forms, suffixes, prefixes, use of hyphens, plurals and general word building.

It is important that the plan of the book be followed closely. Read and re-read: Suggestion to Teachers found on page following the preface to the Champion Spelling Book.

A spelling lesson involves:

Correct pronunciation.

Meaning.

Correct spelling.

Use in sentences.

Correct spelling is acquired through:

The eye.

The voice.

The ear.

The muscular sense.

Careless pronunciation is a habit which should be eradicated. One careless in pronunciation will hardly become proficient in spelling. This point should be stressed until pupils habitually give the matter the attention it deserves.

If pupils are taught from the very beginning of their school days that words have but one office—to convey thought, and that time and effort are misdirected unless thought is conveyed through words, it will be an easy matter to have pupils become uncomfortable when talking in an unknown tongue.

The pupil who can “spell at” a word with composure when he has no assurance whatever that the spelling is correct, has developed a habit which will have much to do with his unsuccessful effort in other branches. His power of discernment must be strengthened, and the spelling lesson furnishes a splendid opportunity for individual and intensive teaching along this line. This evil will not of itself vanish, and persistent, patient, thoughtful work on the part of the teacher will be required.

The pupil who hurriedly and unthoughtedly places words indiscriminately in sentences and does this without compunction of conscience, has failed to realize the purpose of his effort, and his last state is worse than the first. Vocabulary building is a very simple matter, when attended with thought and discretion. The ambition once aroused to “gain a point daily” will mean much to a pupil during his school career, and more when entering into the sterner activities of life.

The position that the experienced eye sees wholes rather than its parts—that is, the initial consonant or vowels, together with one or more determining factors determines the word, may be well taken under certain circumstances; it is a dangerous doctrine, however, when the application is attempted in the preparation of the spelling lesson. The pupil should be taught to recognize the correct form of the word; whether or not this may be done with dispatch, depends largely upon intelligent practice. This gives an opportunity for developing keen and quick perception, but speed here should never be developed at the expense of

accuracy. The eye trained to see accurately the component parts, from which one harmonious whole is recognized, is the eye directed by a well-developed brain.

There is an intimate and interdependent relation existing between the eye in recognition and the vocal cords in the production of the sounds representing the word, or between the aural censorship and the voice in production; the eye, the ear and the muscular sense form a triple alliance which must be recognized if the student is to utilize all the power at his command.

The spelling sense may be greatly strengthened and intensified if pupils are held for the spelling of important words in texts other than the spelling text. When no attention is given to the spelling of words, except at some stated and regular periods, the mind in this connection is usually "off guard," consequently the habit of mastering the spelling of the vocabulary as it is acquired is not formed.

There are some pupils who make but little, if any, progress in spelling. They are fully conscious of their inability to spell, and after repeated and ineffectual attempts to keep pace with their classmates, usually become reconciled to the situation and make the necessary preparations at home to remain, perchance, after school to "make up" the lesson.

Under these circumstances the lesson is not "made up" but simply held in memory for a few minutes until it may be delivered. What such pupils need is not "staying in," but some real teaching. They have not awakened to the fact that they have the power, if properly directed, to master the work. Careful, patient, and intensive diagnoses will in most cases determine the seat of the troubles, which when once discovered may be removed.

Many read with amazement of the "spelling matches" held in former years in various neighborhoods and of the interest manifested. Surely those brown-faced, hardy-handed boys and girls had an interest in the subject, and this was exemplified when many of them went miles to be present at a spelling bee. What prompted such exertion?

What personal pleasure did they receive? What motive prompted this devotion to academic work.

No explanation is necessary and yet many teachers today fail to avail themselves of similar opportunities for allowing their pupils to become interested in this important subject. Labor, toil and ennui are substituted for zeal, enthusiasm and joy; the former leading to depression, dislike and discomfort, the latter to peace, happiness and contentment.

Written spelling for the purpose of developing certain powers, and at times calculated to assist in this development is well, but to submit a pupil to a written test day after day, month after month, and year after year, with no incentive aside from a respectable grade on his paper—and this is known to no one but himself and his teacher—this procedure, in most cases, results in that expressionless and disinterested company of boys and girls, to be found in too many class rooms.

The purpose here is not to unduly emphasize the merits of oral spelling; that they are many and easily determined we verily believe if attention is given to the following:

SUGGESTIONS FOR ORAL SPELLING.

1. When ready for the recitation, call No. 1 and require all other pupils to take their respective places in order of their numbers in class.

2. Ordinarily, pronounce a word but once, being careful to articulate clearly.

3. When a word is misspelled, require the pupil whose privilege it is to spell the next word, to take the misspelled word, providing he does this before a word intended for him is pronounced.

4. When a word is spelled correctly and another pupil considers it misspelled, permit a trial, then if misspelled treat this as a misspelled word in line.

5. It depends upon the grade and the efficiency of the class as to the method employed in permitting pupils to pass toward the head of the class; suppose more than one word is misspelled—if more encouraging to the pupils, per-

mit a pupil to correct any one of the words, and pass ahead of the pupil missing that particular word.

6. Individual spelling books should be made by requiring each pupil to make a written note in class of all words missed by him; these words should be neatly copied and placed upon the teacher's desk.

7. At the next spelling recitation the names of pupils who misspelled words in the previous lesson should be called and these pupils should spell correctly, without pronunciation on the part of the teacher, all words misspelled by them. Any words again misspelled should be treated as before, the pupil making a written notation of the same and placing a copy thereof on the teacher's desk for use at the next recitation.

8. The spelling class should be the most interesting class of the day, so far as the pupils are concerned. It can be made monotonous both to teacher and to pupil, if the words are pronounced in a mechanical indifferent manner.

9. When a pupil corrects, or tries to correct, a misspelled word and is doubtful about passing, inform him, if he is in the lower grades, as to his privilege. In more advanced classes this will depend upon the number of words "out" and other things occupying the pupils' and teacher's time.

10. Pupils should pronounce each word before spelling; this assists in spelling the word, also in forming the habit of clear enunciation and in broadening the vocabulary.

11. When a pupil fails to pronounce a word before spelling, permit the next pupil **only** to pronounce and spell the word, thus entitling him to pass that pupil. This will avoid confusion, unnecessary questions and delay.

12. Some pupils fail to learn to spell because they have no conception of sound, consonant and vowel. Occasional phonetic spelling will do much to remove this defect.

13. Headmarks are hard to secure; some recognition should be made by the teacher of headmarks earned. Headmarks neatly posted in some part of the room will add to the pupils' interest and determination.

14. Footmarks may be given with profit, providing

no pupil receives a footmark who was at the foot of the class at the beginning of the recitation and had no opportunity to advance.

15. Confusion is avoided if pupils do not ask questions during the lesson—that is, if some one did or did not spell it this way or that way. Instead of these questions, permit the pupil to spell any word he thinks has been misspelled, and if the word was not missed, and this pupil spells it correctly too, simply say: “The word was not missed.”

16. It should be understood that the spelling lesson—all lessons—commence at the first of the book. Words pronounced from lessons, other than those assigned for any particular day, increase the pupils’ personal interest in the preparation of all spelling lessons.

17. Interest, enthusiasm and occasional remarks regarding the pupil’s progress along the line; the necessity for being a good speller; commendation when deserving and constructive criticism when necessary, will make the spelling lesson the most interesting one of the day.

18. Occasionally all pupils should place their individual spelling books upon the teacher’s desk, and the recitation should be based upon the words in these individual spelling books.

19. The work may be profitably varied occasionally by having phonetic spelling, syllabication, accent placed, diacritical marks indicated, etc., etc.

GRADE ONE—ONE.

In selecting words for this grade, only such words have been chosen as are given in the child’s first reading vocabulary.

see	girl	us	of	let
do	she	have	may	tell
and	are	make	for	yes
me	am	fruit	take	how
is	to	boy	old	day
good	it	go	all	home
does	want	any	cow	you
well	we	some	come	egg
at	him	milk	with	like

dog	her	will	play	apple
the	no	an	water	goes
not	he	can	them	here

GRADE ONE—TWO.

Generally one new word has been introduced in each day's lesson.

Where words seem easy to spell, two new words are introduced. Each word re-appears five or six times. The pupil thus gains complete mastery of this limited vocabulary, a mastery which not only enables him to read fluently and expressively, thoughts clothed in the words of this vocabulary, but which prepares him readily and rapidly to increase his vocabulary as soon as he begins to observe the facts and principles of phonics.

First Month.

I.	II.	III.	IV.	V.
than	give	have	who	day
come	any	want	them	tell
good	how	on	let	us
did	some	you	make	she
saw	of	we	are	water
VI.	VII.	VIII.	IX.	X.
but	again	grass	there	that
nest	it	does	well	he
play	like	give	have	day
him	yes	may	than	who
with	for	were	will	net
XI.	XII.	XIII.	XIV.	XV.
saw	who	tree	corn	sell
have	there	grass	that	here
goes	old	am	like	goes
all	can	it	again	you
home	to	fruit	all	milk
XVI.	XVII.	XVIII.	XIX.	XX.
new	shall	work	such	roll
saw	who	tree	sell	corn
home	and	again	any	them
the	with	did	had	come
take	sell	are	tree	egg

Second Month.

I. many will where how have	II. then where much gun some	III. seed gun much many flag	IV. doll drum then top want	V. ball home will by his
VI. each work much how many	VII. hand am take come them	VIII. which who let make like	IX. count ice each hand had	X. wind sell ball want flag
XI. heard box drum again where	XII. horn shall take which then	XIII. when new could much shall	XIV. were give but here they	XV. pictures there then than said
XVI. don't such have that come	XVII. nest our queen had doll	XVIII. papa baby little some was	XIX. one two did tree shall	XX. three can which wind two

Third Month.

I. picture three grass does tree	II. corn four horn rope give	III. march fly four grass picture	IV. five father could again don't	V. draw yellow three four little
VI. sail roll each here were	VII. five six yellow work make	VIII. ride push draw sail sell	IX. seven march five father little	X. ring sled what day corn
XI. seven wave	XII. eight red	XIII. brown one	XIV. autumn eight	XV. mother autumn

hold	which	six	brown	blue
play	many	hold	sled	flag
fall	green	let	sail	again

Fourth Month.

I.	II.	III.	IV.	V.
nine	north	black	brother	winter
ten	south	white	black	nuts
play	hand	seven	get	white
tree	mother	draw	gun	here
blue	little	nine	who	that
VI.	VII.	VIII.	IX.	X.
meal	pie	cold	clean	light
bread	cake	hard	would	dark
good	meal	nuts	push	cold
eight	autumn	winter	yellow	cake
father	roll	four	brother	ten
XI.	XII.	XIII.	XIV.	XV.
rich	east	butter	Sunday	Monday
poor	west	fresh	east	fly
white	north	ride	black	new
such	south	march	clean	could
hard	light	brown	three	then

Fifth Month.

I.	II.	III.	IV.	V.
sister	orange	summer	beef	garden
brother	Sunday	winter	pork	bush
father	Monday	meat	south	beef
mother	drum	blue	orange	meat
baby	heard	tree	sister	nine
VI.	VII.	VIII.	IX.	X.
sour	spring	soft	candy	peas
sweet	summer	hard	beans	sweet
pork	butter	spring	papa	Sunday
Monday	clean	sour	nest	hard
each	which	garden	such	soft
XI.	XII.	XIII.	XIV.	XV.
school	horse	fox	fish	rice
house	sheep	sheep	five	cream
beans	wind	sour	corn	hold

bush	give	west	meal	red
orange	wave	meat	would	fall
XVI.	XVII.	XVIII.	XIX.	XX.
tent	slide	skate	pure	rope
house	pull	yellow	said	car
rice	make	sail	butter	rich
autumn	march	poor	eight	home
winter	white	spring	top	then

GRADE TWO—ONE.

First Month.

I.	II.	III.	IV.	V.
bear	seat	think	read	kitty
could	wind	seat	think	bear
many	where	ball	doll	seat
east	some	picture	had	flag
cake	push	sweet	candy	butter
fish	sheep	pure	poor	garden
VI.	VII.	VIII.	IX.	X.
book	creep	mouse	walk	crawl
read	kitty	which	book	mouse
nest	two	picture	when	horn
don't	papa	one	ice	were
was	then	gun	seven	two
south	autumn	cold	meal	rich
XI.	XII.	XIII.	XIV.	XV.
paper	school	learn	card	teach
heard	paper	learn	yellow	card
three	four	draw	ride	learn
father	spring	Sunday	which	tent
pull	march	think	read	creep
walk	bear	crawl	seat	kitty
XVI.	XVII.	XVIII.	XIX.	XX.
chalk	mew	climb	bark	heard
autumn	card	ring	chalk	climb
brown	wave	brother	nuts	hard
fresh	house	beans	slide	little
fly	five	hold	what	white
could	orange	drum	hand	clean

Second Month.

I. lamb goose fish fox rabbit horse	II. bark fear draw sing tell father	III. fold cut cow march yellow orange	IV. deer pony lamb bark brown papa	V. desk seat fold box spring wind
VI. small call little desk apple out	VII. speak think small hand home tree	VIII. lesson read think seat mother sister	IX. chick kitty deer lesson fear brother	X. follow swim read speak green red
XI. clock book kitty autumn meat pork	XII. card chalk follow black flag baby	XIII. catch drive lesson small desk goose	XIV. kitten mouse bear deer fold clock	XV. teach spell sweet card rice chalk
XVI. letters copy again picture bark where	XVII. teacher pencil school letters would don't	XVIII. class animal copy swim butter shall	XIX. study learn teacher two read ball	XX. pencil paper house horse white three

Third Month.

I. pass run fold think sing clock	II. crawl walk chalk class small copy	III. door crawl pass four five six	IV. wood play teacher fear chick sheep	V. write paper letters pencil make seat
VI. robin home write	VII. ruler school clock	VIII. drink water cup	IX. paint eat bread	X. words book drink

pass	wood	take	fold	ruler
orange	kitty	lesson	speak	write
soup	kitten	eight	study	robin
XI.	XII.	XIII.	XIV.	XV.
board	jump	sugar	chair	table
chalk	mew	board	duck	learn
drive	sister	winter	animal	they
follow	nine	run	wood	there
card	picture	crawl	study	clock
catch	grass	paint	horn	card

Fourth Month.

I.	II.	III.	IV.	V.
stand	call	show	hear	sky
walk	fox	put	spell	card
miss	ten	table	chick	lamb
class	summer	set	crawl	paint
paper	seat	learn	word	pony
pencil	catch	mouse	ruler	lesson

GRADE TWO—TWO.

First Month.

I.	II.	III.	IV.	V.
help	behave	hope	mind	obey
lamb	fear	fold	small	speak
home	clock	help	behave	hope
cup	make	there	hear	where
show	put	call	stand	walk
sky	bark	fight	child	son
sugar	jump	words	shine	paste
lemon	them	table	car	take
VI.	VII.	VIII.	IX.	X.
smile	harm	lie	hate	strike
lesson	read	follow	catch	teach
obey	noise	mind	smile	harm
sing	eat	animal	which	eight
pine	Wednesday	give	growl	set
road	sit	class	bear	where
house	don't	blue	noise	hill
	sof white	skate	slide	pure

FOR GRADE CLASSES

GRADE TWO—ONE.

Fourth Month.

VI.	VII.	VIII.	IX.
wagon	fight	nine	child
bark	teach	pony	son
robin	kitten	catch	stand
chair	drink	talk	fold
sugar	table	jump	miss
cup	wood	door	words
X.	XI.	XII.	XIII.
lemon	noise	bed	head
orange	goose	aunt	letters
deer	fear	ruler	teacher
spell	think	paper	sky
write	march	book	blue
board	speak	fight	them
XIV.	XV.		
built	paste		
nine	sun		
bed	three		
meat	robin		
sugar	sweet		
grass	paint		

Fifth Month.

I.	II.	III.	IV.
strike	Tuesday	bees	listen
ruler	lemon	wagon	hear
pony	pass	goose	run
write	put	cat	hear

DETAILED COURSE OF STUDY

duck
goose

pie
strike

catch
call

mew
drink

V.

VI.

VII.

VIII.

puppy
sun
play
listen
class
paper

goat
talk
wagon
door
ruler
child

city
Tuesday
listen
fish
could
stand

carry
car
hear
table
would
deer

IX.

X.

XI.

XII.

hill
water
lemon
rice
take
board

hive
bees
strike
study
pine
robin

bag
crawl
pass
four
chick
bread

block
cup
word
door
jump
book

XIII.

XIV.

XV.

XVI.

toy
chair
hear
set
walk
give

farm
sky
talk
have
paste
head

mill
had
noise
aunt
spell
Tuesday

growl
Sunday
pine
arm
talk
hear

XVII.

XVIII.

XIX.

XX.

trot
drive
hard
give
miss
desk

Wednesday
three
soft
some
robin
pencil

sit
Monday
head
does
sugar
put

road
Wednesday
hand
class
cup
learn

XI.	XII.	XIII.	XIV.	XV.
tease	steal	tardy	field	throw
letters	copy	pass	walk	door
lie	hate	strike	tease	steal
drive	swim	chick	pencil	school
class	animal	learn	would	shall
little	cream	again	garden	meal
clean	heard	here	bread	seven
sail	march	picture	push	pony
XVI.	XVII.	XVIII.	XIX.	XX.
collar	rubbers	carpet	corner	bucket
white	robin	ruler	drink	trot
listen	wagon	talk	collar	city
tardy	field	throw	rubbers	carpet
hear	block	farm	could	goat
sun	chair	bag	hive	strike
wood	paper	tease	steal	tardy
orange	think	paint	board	chalk

Second Month.

I.	II.	III.	IV.	V.
every	just	Thursday	ground	frost
water	field	just	Thursday	strong
summer	every	wind	flag	Wednesday
again	aunt	field	bark	just
could	teacher	table	mouse	every
comes	desk	trees	pass	would
give	book	pine	ball	bed
chair	Tuesday	butter	run	paper
VI.	VII.	VIII.	IX.	X.
morning	evening	fought	happy	apron
throw	never	hung	coat	lace
frost	winter	morning	green	ground
Thursday	sky	summer	east	fought
come	blue	door	take	evening
brother	bread	write	crawl	heard
ground	west	desk	wagon	which
lesson	two	saw	road	there
XI.	XII.	XIII.	XIV.	XV.
boots	cloak	cotton	gloves	mittens
buttons	collar	dress	hood	pair
north	seven	boots	buttons	cloak

evening	never	fought	apron	throw
every	noise	father	walk	lace
happy	hung	have	wagon	ever
road	corn	meal	picture	autumn
learn	write	clock	hill	grass

XVI.	XVII.	XVIII.	XIX.	XX.
pocket	shoes	silk	stockings	basket
rubbers	field	shirt	cotton	dress
table	talk	mittens	hood	pocket
saw	water	butter	birds	speak
put	rubbers	shoes	cloak	silk
let	tell	give	pocket	shirt
study	chair	table	trees	houses
road	car	woods	books	school

Third Month.

I.	II.	III.	IV.	V.
pump	kitchen	vase	quilt	broom
sink	key	needle	stove	carpet
dress	jump	kitchen	sink	key
apron	Tuesday	nine	vase	four
every	just	give	which	clock
walk	buttons	Friday	gloves	collar
saw	desk	the	they	there
VI.	VII.	VIII.	IX.	X.
parlor	cover	spool	porch	stairs
corners	bricks	hall	map	bucket
needle	broom	stove	quilt	carpet
Wednesday	pocket	throw	morning	happy
coat	pump	kitchen	study	pencil
would	aunt	evening	support	fought
crawl	hung	silk	write	picture
dress	ever	never	rubbers	water
XI.	XII.	XIII.	XIV.	XV.
soap	coal	brush	rooms	towel
comb	curtain	stool	pail	floor
duck	soap	comb	curtain	coal
vase	pump	parlor	corner	sink
stove	needle	carpet	broom	spool
stairs	porch	mop	hall	bricks
teacher	evening	throw	stockings	cotton
again	never	happy	coat	apron

Fourth Month.

I.	II.	III.	IV.	V.
pillow	step	pan	clouds	pole
lock	rug	shelf	tacks	stove
key	kitchen	vase	quilt	broom
carpet	stove	needle	sink	stairs
comb	coal	curtain	brush	stool
father	rice	brother	cloak	mittens
every	pocket	jump	horse	lace
corn	grass	noise	seven	shoes
VI.	VII.	VIII.	IX.	X.
about	after	before	lazy	Friday
seat	lamp	hair	bird	shoe
porch	spool	cover	parlor	corner
bricks	hall	mop	bucket	soap
rooms	pail	towel	floor	Thursday
winter	study	shirt	gloves	march
pencil	learn	butter	fought	carpet
teacher	write	bread	crawl	rug
XI.	XII.	XIII.	XIV.	XV.
Saturday	barn	lake	brook	river
fence	police	gate	weeds	path
pail	after	about	before	seat
comb	Friday	Saturday	lake	brook
stockings	curtain	coal	brush	police
eight	soap	rooms	floor	gate
boats	basket	dress	towel	barn
just	ground	frost	floor	fence

Fifth Month.

I.	II.	III.	IV.	V.
rocks	smoke	swing	stones	mud
people	load	flowers	pond	lamp
bucket	lazy	rocks	people	smoke
seat	about	Friday	before	hair
Wednesday	mouse	beef	copy	write
chair	table	bed	flag	quilt
stove	needle	kitchen	ten	sink
pump	vase	stairs	cover	parlor

VI.	VII.	VIII.	IX.	X.
silver	thirsty	carry	money	stick
load	swing	flowers	stoves	pond
stone	clouds	pan	shelf	rug
step	lock	pillow	lake	brook
police	gate	river	path	weeds
fence	barn	Saturday	pail	smoke
can	where	which	people	lamp
towel	porch	pass	pine	Thursday
hall	corner	bricks	brush	soap
XI.	XII.	XIII.	XIV.	XV.
voice	hungry	spread	wheat	another
mud	stones	voice	hungry	wheat
clouds	stove	shelf	lock	pillow
after	seat	shoe	bird	flowers
every	them	tacks	lazy	before
two	four	Monday	about	fought
draw	houses	brook	sun	sky
soft	sister	read	city	gate
XVI.	XVII.	XVIII.	XIX.	XX.
change	branch	spoon	glass	cloth
spread	rocks	another	smoke	swing
another	curtain	Saturday	step	Friday
hall	corner	bricks	brush	spread
Sunday	blue	ground	wagon	speak
thirsty	carry	money	stick	silver
shirt	gloves	change	branch	glass
voice	swing	rope	hungry	spoon

GRADE THREE—ONE.

CHAMPION SPELLING BOOK.

Begin with Section I—Lesson I.

Sept.—Feb.	1 to 19 inclusive	Dec.—May.	51 to 65 inclusive
Oct.—Mar.	20 to 39 inclusive	Jan.—June.	66 to 80 inclusive
Nov.—Apr.	40 to 50 inclusive		

GRADE THREE—TWO.

CHAMPION SPELLING BOOK.

Sept.—Feb.	81 to 100 inclusive	Dec.—May	139 to 153 inclusive
Oct.—Mar.	101 to 120 inclusive	Jan.—June	154 to Section II.
Nov.—Apr.	121 to 138 inclusive		

GRADE FOUR—ONE.**CHAMPION SPELLING BOOK.**

Begin with Section II.

Sept.—Feb.	1 to 20 inclusive	Dec.—May	51 to 65 inclusive
Oct.—Mar.	21 to 39 inclusive	Jan.—June	66 to 80 inclusive
Nov.—Apr.	40 to 50 inclusive		

GRADE FOUR—TWO.**CHAMPION SPELLING BOOK.**

Sept.—Feb.	81 to 101 inclusive	Dec.—May	139 to 153 inclusive
Oct.—Mar.	101 to 120 inclusive	Jan.—June	154 to Section III.
Nov.—Apr.	121 to 138 inclusive		

GRADE FIVE—ONE.**CHAMPION SPELLING BOOK.**

Begin with Section III.

Sept.—Feb.	1 to 20 inclusive	Dec.—May	51 to 65 inclusive
Oct.—Mar.	21 to 39 inclusive	Jan.—June	66 to 80 inclusive
Nov.—Apr.	40 to 50 inclusive		

GRADE FIVE—TWO.**CHAMPION SPELLING BOOK.**

Sept.—Feb.	81 to 100 inclusive	Dec.—May	139 to 153 inclusive
Oct.—Mar.	101 to 120 inclusive	Jan.—June	154 to Section IV
Nov.—Apr.	121 to 138 inclusive		

GRADE SIX—ONE.**CHAMPION SPELLING BOOK.**

Begin with Section IV.

Sept.—Feb.	1 to 20 inclusive	Dec.—May	51 to 65 inclusive
Oct.—Mar.	21 to 39 inclusive	Jan.—June	66 to 80 inclusive
Nov.—Apr.	40 to 50 inclusive		

GRADE SIX—TWO.**CHAMPION SPELLING BOOK.**

Sept.—Feb.	81 to 100 inclusive	Dec.—May	139 to 153 inclusive
Oct.—Mar.	101 to 120 inclusive	Jan.—June	154 to Section V
Nov.—Apr.	121 to 138 inclusive		

GRADE SEVEN—ONE.**CHAMPION SPELLING BOOK:**

Begin with Section V.

Sept.—Feb.	1 to 20 inclusive	Dec.—May	51 to 65 inclusive
Oct.—Mar.	21 to 39 inclusive	Jan.—June	66 to 80 inclusive
Nov.—Apr.	40 to 50 inclusive		

GRADE SEVEN—TWO.**CHAMPION SPELLING BOOK.**

Sept.—Feb.	81 to 100 inclusive	Dec.—May	139 to 153 inclusive
Oct.—Mar.	101 to 120 inclusive	Jan.—June	154 to Section VI
Nov.—Apr.	121 to 138 inclusive		

GRADE EIGHT—ONE.**CHAMPION SPELLING BOOK.****Begin with Section VI.**

Sept.—Feb.	1 to 19 inclusive	Dec.—May	52 to 68 inclusive
Oct.—Mar.	20 to 39 inclusive	Jan.—June	69 to 80 inclusive
Nov.—Apr.	40 to 51 inclusive		

GRADE EIGHT—TWO.**CHAMPION SPELLING BOOK.**

Sept.—Feb.	81 to 99 inclusive	Dec.—May	136 to 150 inclusive
Oct.—Mar.	100 to 120 inclusive	Jan.—June	151 to end
Nov.—Apr.	121 to 135 inclusive		

DETAILED COURSE OF STUDY FOR GRADE CLASSES IN PENMANSHIP PENMANSHIP.

For many years public schools in general have not kept pace with some other educational institutions so far as the teaching of writing is concerned. While all recognize that the ability to write a rapid, legible hand is a valuable asset, yet many schools have failed to develop this power within the pupils who attend said schools year after year.

Parents and others supporting the public schools have a right in demanding that the boys and girls be taught to express themselves in good English, and when this is done in writing, it should be in a manner that is a pleasure to the operator and a delight to the reader.

The ability to write legibly, easily and rapidly is not based upon chance; there are fundamental principles underlying this power which must be observed. Pupils who assume uncomfortable and unhygienic positions during the writing period, or during any written exercise, do so at the risk of impairing the vision and of the general health.

The development of the power to write legibly, easily and rapidly is of supreme importance in public school education. Rapidity and ease in penmanship greatly influence activity of thought in that little effort and directed attention need be given to the written expression, thus allowing the mind to act without interruption or hindrance. This means economy in time, in effort, both physical and mental, all of which have a decided bearing on thought production and expression.

A pupil who must struggle equally with thought production and thought expression, whether oral or written, must of necessity face a serious handicap. Penmanship of itself, cannot be substituted for fluent and correct expression, but, properly mastered, hindrances usually encountered in reducing thought to writing can be very greatly diminished.

The barriers confronting every pupil in his educational career have much to do with determining his progress. Some of these may be minimized, other removed, while others may be made to serve a valuable purpose. Just what line to pursue in every instance requires experience and judgment, the distinguishing factors which largely determine the real teacher.

Expression intensifies and clarifies impression and for these reasons much of the regular school work is reduced to writing; in written recitations then the object is thought expression, and hindrances such as the inability to express one's self correctly, or directed attention to punctuation, spelling, form, etc., or physical strain in penmanship—all of these obstacles must be removed before pleasing and satisfactory work to the pupil can be accomplished.

A teacher who develops within her pupils the power to write legibly, easily and rapidly has performed a service the value of which cannot be measured in terms of percentages.

The Palmer Method of Business Writing is the adopted text in the East St. Louis Schools. The directions given in the manual, to teachers, for the practice in mastering the method, and for teaching it to others are excellent, and are to be unreservedly observed. No teacher can teach well that which she has not mastered. The writing of teachers, seen by children, should show a mastery of the forms and movement exemplified in the text adopted by the Board of Education.

In the first and second grades, Mr. Lister's "Writing Lessons for Primary Grades" is used. The "Teachers' Guide" for using this book is very helpful and should be closely followed. Beginning with third grade the manual is used, and work with pen and ink introduced. First and second grades use a very soft lead pencil, for all seat writing. In these two grades unsupervised seat writing defeats the purpose of the daily lesson, and should not be permitted. Letter and figure forms are taught at blackboard, with such capitals as are required for names and short sentences. A daily period of not less than fifteen minutes for seat writing, for first and second grades, and a minimum of twenty min-

utes for other grades, is required. All written work in all grades is to be done with muscular movement.

GRADE ONE—ONE.

After a period of practice, not longer than six weeks, in correct position and rhythmic relaxation exercises, without pencil or paper, begin work on paper as directed in "Writing Lessons for Primary Grades." Keep a well-sharpened set of Eagle No. 314 pencils for writing only. Much blackboard work is given for form study. No slow drawing of letter or figure forms is permitted. Speed and slant are emphasized. The term's work is from page 8 to and including page 22.

GRADE ONE—TWO.

"Writing Lessons for Primary Grades"—pages 23-50, with daily movement drills and much blackboard work. Slant and speed are important. Pencil-holding, paper-placing and correct body position are emphasized. Much blackboard work and no unsupervised seat writing is given.

GRADE TWO—ONE.

"Writing Lessons for Primary Grades"—pages 50-72, with daily movement and relaxation drills, and much blackboard writing. Speed of writing must be fairly rapid, and uniformity in slant emphasized.

GRADE TWO—TWO.

Review and prepare work from "Writing Lessons for Primary Grades"—pages 28, 32, 38, 46, 51, 53, 72. Six pages per month in review is good progress. Much blackboard work is given for form study. Slant and speed are emphasized. Daily movement drills for practice are given.

GRADE THREE—ONE.

Manual—Drills 1-12.

Emphasize:

1. Correct position of body, arms, hands.
2. Correct pen-holding and paper placing.
3. Standard speed, uniform slant.
4. Accuracy and neatness in all writing.

GRADE THREE—TWO.**Manual—Drills 13-25.****Emphasize:**

1. Correct position of body, arms, hands.
2. Correct pen-holding and paper placing.
3. Standard speed—uniform slant.
4. Accuracy and neatness and muscular movement in all writing.

GRADE FOUR—ONE.**Manual—Drills 26-40.****Emphasize:**

1. Correct writing position.
2. Accuracy in letter and figure forms.
3. Standard speed and light pen stroke.
4. Uniform slant and size of letters.

GRADE FOUR—TWO.**Manual—Drills 41-60.****Emphasize:**

1. Correct writing position.
2. Accuracy in letter and figure forms.
3. Standard speed and light pen stroke.
4. Uniform slant and size of letters.

GRADE FIVE—ONE.**Manual—Drills 61-80.****Emphasize:**

1. Correct writing position.
2. Correct letter and figure forms.
3. Unity in height of letters.
4. Standard speed and uniform spacing of letters and words.

GRADE FIVE—TWO.**Manual—Drills 81-100.****Emphasize:**

1. Correct writing position.
2. Correct letter and figure forms.
3. Unity in height of letters.
4. Standard speed and uniform spacing of letters and words.

GRADE SIX—ONE.**Manual—Drills 101-120.****Emphasize:**

1. Correct writing position.
2. Commercial speed by count and dictation.
3. Accurate forms—neatness in arrangement.
4. Uniformity in height, slant and spacing.

GRADE SIX—TWO.**Manual—Drills 121-135.****Emphasize:**

1. Correct writing position.
2. Commercial speed by count and dictation.
3. Accurate forms—neatness in arrangement.
4. Uniformity in height, slant and spacing.

GRADE SEVEN—ONE.**Manual—Drills 136-154.****Emphasize:**

1. Correct writing position.
2. Page writing and figure making at commercial speed.
3. Care in connective strokes, in spacing, and uniform height of similar letters.

GRADE SEVEN—TWO.**Manual—Drills 155-172.**

1. Correct writing position.
2. Page writing and figure making at commercial speed.
3. Care and accuracy in connective strokes, in spacing, and uniformity in height of similar letters.

GRADE EIGHT.

Complete and review entire manual. Pupils must re-write all exercises in manual, adding pages 29, 52, 61, 91, 92, 93. Business and letter forms and figures should receive necessary attention in this grade. A satisfactory writing of these drills entitles pupils of this grade to register for a certificate of proficiency.

DETAILED COURSE OF STUDY FOR GRADE CLASSES IN LANGUAGE AND GRAMMAR

Many adults are fully cognizant of the fact that they did not receive proper returns from the time spent in school during the Language, Grammar, Dictation and Composition periods. Perhaps in no other lines of school work did they receive so little from a given amount of expended energy. No doubt from this source alone, many adults, when revivifying school experiences, have the joy of their school days considerably minimized.

In this work particularly, as well as in all other school work, the teacher must keep constantly in mind that sources from which she attempts to draw must first be filled. There must be a consciousness on the part of the pupil that he is alive mentally; that the work in which he is engaged has a distinct value and has a definite connection with some preceding work; that he has mastered this preceding work, and that the work he is now doing is based upon that work and is a preparation for some succeeding work; that there is a continuity in the program and that he fully realizes where and why connections are made.

Any pupil who loses his identity in this work, and moves along with the current, following blindly as best he can the directions of the teacher, failing to realize through his own mental powers, the reasons underlying any declarations made or directions given—this pupil will approach with dread the recitation period, and rejoice when it is concluded.

Pupils must have a consciousness of increased power resulting from a given mental operation, or there will be a decreased interest. They will not of their own volition, neither through fear nor force continue indefinitely any operation from which they do not realize returns. 'Tis well; otherwise the human race would deteriorate.

This Course in Language and Grammar is prepared with the hope that it may assist in developing the mentality of the boys and girls, and increase their social and business efficiency; that the subject matter may be presented in a logical order; that the subject may increase in favor, and that the pupils may be fully conscious of their environment as they journey along the way.

COURSE IN LANGUAGE AND GRAMMAR.

LANGUAGE—FIRST AND SECOND GRADES.

For the First and Second Grades Language Work depends upon a skillful, inventive, sympathetic teacher, rather than on text-books.

Language, Composition, Literature and Reading in these grades are inextricably bound together. One of the most effective means of gaining power in expression is the study of the best prose and poetry and the memorizing of selected passages. Much reading of easy subject-matter, giving the child a wealth of experiences and developing the habit of free and spontaneous expression, is far superior to the labored study of detail in reading.

Emphasis should be laid upon the formation of habits of correct forms of speech. Correction of errors is a slow process and requires patient, persistent effort. Mistakes common to our part of the country should receive special attention. In written work, only a few errors should be attacked at one time; over-correction is discouraging.

Relating common experiences of the home and school, story-telling, oral reproduction of stories told or read, memorizing selected prose and poetry, dramatization of stories thoroughly understood, the playing of simple games and the writing of easy sentences, copied, dictated or original, based upon the reading lesson or stories already told should form the subject matter of First and Second Year Language.

LANGUAGE—THIRD AND FOURTH GRADES.

The Language of the child is that of habits. He cannot understand the application of a law, consequently correct expression and not grammatical construction is the end to be attained in all lower grade work.

Language lessons should make the child see, hear, and think before he attempts to express. There must be something in the mind to express before expression is possible.

In the selection and preparation of language exercises, mind activity, information, continuity of thought and facility of expression should be kept constantly in mind.

Probably the most effective means of teaching language is through the reading lesson and literature. Much reading of easy subject-matter, giving the child a wealth of experience and developing the habit of free and spontaneous expression, is far superior to the labored study of detail in reading so common in many schools.

Oral reproduction, story-telling, dramatization, memorizing gems of poetry, relating common experiences, selections read by the teacher, myths, fables, etc., significant facts connected with special days should constitute the main body of subject-matter for language exercises.

Special exercises for correcting the common errors of speech and reducing to habit the correct forms of composition should be an important part of all continued effort at language training.

The foundation for technical grammar may well be laid in the earlier grades by noting the use of the different kind of sentences and determining in reply to questions the use of words as the chief parts and modifiers in a short sentence.

GRAMMAR—FIFTH, SIXTH, SEVENTH AND EIGHTH GRADES.

The chief aim in the study of Grammar as distinguished from the study of Language is to develop the power of interpretation; to determine precisely what a sentence means. This power comes through the analysis of the thought of the sentence.

Grammar is not memorizing definitions, grammatical forms, etc., except in so far as they aid in discovering the correct meaning. The function of Grammar is to determine the work of related words, phrases and clauses as the expression and modifiers of thought. The thoughts—not words—should be uppermost in the mind of the teacher in the study of Grammar.

Grammar is to be studied not as an end but as a means of interpreting the thought of a sentence.

The sentence is the unit of thought and should be recognized:

1. As a whole.
2. Its Constituent Parts.
 - (a) Independent Clause.
 - (b) Dependent Clause or Clauses as Modifiers.
 - (c) Phrases as Modifiers.
 - (d) Words as Modifiers.
 - (e) Words—as Parts of Speech.

Dictation.

Dictation is a part of Composition. The teacher must differentiate between the thought and its expression, and the purely mechanical side of written composition work. The thought and its oral expression must precede the written expression, with its complications of spelling, punctuation, capitalization and the like. Given the thought, the vocabulary to enable him to express the thought, and the ability to reduce such expression to writing, the child has the tools for real composition work. In addition to these three essentials he needs a standard, a choice model by which he can measure the results of his efforts.

The copying, and later the writing from dictation, of choice sentences, paragraphs and stanzas are of great value. Besides the influence of such work upon the child's own written expression there is much educational value in the training to transcribe correctly from the printed page.

The definite aims are:

1. To enable the child to reproduce correctly on paper, sentences spoken by another.
2. To test the child's ability to spell, punctuate, capitalize and arrange such sentences.
3. To develop mental alertness in the child.
4. To familiarize the child with social and business forms.
5. To introduce the child to choice and valuable bits of literature.
6. To instill into the child's mind some moral truth.

MEANS.

The means employed to carry out these aims is solely a matter of choice of selections made. They must not be taken at random but each must be chosen with a purpose, each should have a two-fold value, (a) value in itself and (b) its value in relation to what the child already knows and what he is to learn. The selections should be short, a few words—a short sentence in the early grades and increase in difficulty up to the higher grades where the exercises should not contain more than a dozen lines. Where possible the exercises should be studied from the printed page before given in dictation. Teach one thing today, another tomorrow. Do not try to teach everything at once; if you do the inevitable result of teaching nothing will follow. Drill upon the point to be taught until it becomes second nature, a fixed habit of the child to do the thing right.

PUNCTUATION.

The designation of certain elements of punctuation for certain grades is not intended to prescribe formal lessons, but to indicate certain things which pupils should know by the end of certain grades. Pupils will probably know many of them before the time indicated, but the teacher should ascertain definitely whether they do know them within the time prescribed.

The teaching in the first three grades should be based on imitation and association. In the fourth and fifth grades definite statements of the reasons for the use of certain marks may be expected and such statements should be appealed to as standards of use in written work. In sixth, seventh and eighth grades a compact body of the rules of punctuation should be taught.

The correction and discussion of the regular written exercises of school work will give sufficient material for instruction in this subject especially when re-enforced by specific instruction in connection with Composition and Dictation with abundant short-sentence illustration.

FIRST GRADE.**I. SPOKEN ENGLISH:****1. Spontaneous self-expression to be secured through:****(a) Conversation about—**

1. The child's personal experiences; home, pets, games and natural phenomena.
2. School and school activities.

(b) Oral Composition. Sources: stories, myths, poems read or told, pictures.

Stories to be Learned and Told:

Grade 1-1.

1. Chicken Little.
2. Little Red Hen.
3. The Three Bears.
4. The Three Pigs.
5. The Gingerbread Boy.

Grade 1-2.

1. Little Red Riding Hood.
 2. The First Thanksgiving in America.
 3. Christmas in our own country.
 4. The House That Jack Built.
 5. Birthdays of Lincoln and Washington.
1. Re-telling stories under (b).
 2. Telling stories read or told.

(c) Dramatization of stories under (b) above.**2. Cultivation of language sense through:**

- (a) Imitation of correct speech.
- (b) Memorization of selections. (See memory list).
- (c) Stories read by teacher.

3. Correct habits of speech established through:

- (a) Imitation.
- (b) Repetition.

1. Games and drills for correction of errors of speech.

Test for Special Drill.

Good morning.

Good bye.

I thank you, not "thanks."

If you please.

Yes, Miss

Am, is, was, were—with all persons for subject;
emphasis on you were, am not, never "ain't,"

It is I, he, she—not it is me, him, her.

Parts of the following verbs:

See, saw, has or have seen.

Do, did, has or have done.

Have, has, has or have had.

Run, ran, has or have run.

Fly, flew, has or have flown.

Bring, brought, has or have brought.

SELECTIONS FOR MEMORIZING.

The selections indicated are the minimum amount of work to be done. Teach others of your own choice.

For the first year and the first half of the second year, the Mother Goose Rhymes are found in Welch's Mother Goose Nursery Rhymes, D. C. Heath and Co., all other selections are found in Tree-top and Meadow or Child's Garden of Verse.

GRADE ONE—ONE.

1. Mother Goose—London Bridge, Humpty Dumpty, This the Way We Wash our Clothes, Pease Porridge Hot.
Poems: Duty of Children (C. G. V.), Time to Rise (C. G. V.).
2. Mother Goose—Old King Cole, One, Two, Buckle My Shoe, If Wishes Were Horses, Birds of a Feather.
Poems: My shadow—T. & M.—page 82.
3. Mother Goose—Pussycat, Pussycat, I Love Little Pussy, Little Boy Blue, Little Bopeep.
Poems: The Seed (T. & M.) page 110.
4. Mother Goose—This Little Pig Went to Market, Mistress Mary, Quite Contrary, Ding Dong Bell, Pussy's in the Well, Hushabye Baby in the Treetop.
Poems: Daisies (T. & M.) page 114.
5. Mother Goose—Sing a Song of Sixpence, Baa, Baa Black Sheep, Three Little Kittens, The Old Woman Who Lived in a Shoe.
Poems: The Chickens (T. & M.) page 122.

GRADE ONE—TWO.

1. Mother Goose—Little Miss Muffet, Babes in the Woods, When I was a Bachelor, Diddle, Diddle, Dumpling.
Poems: The Cow (T. & M.) page 86.
2. Mother Goose—There Was a Little Girl, She had a Little Curl; There was an Old Woman Who Lived Under the Hill; Little Jack Horner, Curly Locks.
Poems: I thank Thee (T. & M.) page 66.
3. Mother Goose—Old Mother Hubbard; Pat a Cake; This the Way the Ladies Ride; Bye, Bye Baby Bunting.
Poems: November—page 20. Jack Frost—page 28.
4. Mother Goose—Robin Redbreast and Pussy Cat; Hickory, Dickory Dock; I had a Little Pony; A Cat Came Fiddling Out of a Barn.
Poems: Christmas Song—page 42 (Field), Kind Hearts—page 63 (T. & M.).
5. Mother Goose—Sing, Sing What Shall I Sing; As I was going to St. Ives; Simple Simon.
Poems: The Sweet Red Rose (T. & M.) page 130.

II. WRITTEN ENGLISH.

1. Re-telling stories by building sentences with word cards.
2. Cultivation of the language sense through—
 - (a) Imitation of good models; limited to copying single sentences of good form.
3. Training in technicalities of written work through—
 - (a) Penmanship; early written words as wholes.
 - (b) Arrangement of words in sentences.
 - (c) Capitals: I, pupil's name; beginning of sentence.
 - (d) Punctuation: Period and interrogation point at end of sentence.

SECOND GRADE.**I. SPOKEN ENGLISH.**

1. Spontaneous self-expression to be secured through—
 - (a) Conversation about—
 1. The child's personal experiences; home, pets, games and natural phenomena.
 2. School and school activities.

- (b) Oral composition. Sources: stories; myths; fables; poems; pictures.

Stories to be Learned and Told:

Grade 2-1.

1. The Three Pigs.
2. Lucky Hans.
3. The Hare and the Tortoise.
4. The Boy Who Cried "Wolf."
5. The Wind and the Sun.

Grade 2-2.

1. The Fairy Shoemaker.
2. The Old Woman Who Became a Woodpecker.
3. The Lad Who Went to the North Wind.
4. The Bell of Atré.
5. The Ant and the Grasshopper.

Our First Thanksgiving.

Christmas in America.

Stories of Lincoln and Washington.

1. Retelling stories under (b) above.

2. Telling stories read or told.

- (c) Dramatization of stories under (b) above.

2. Cultivation of language sense through:

- (a) Conscious imitation of correct speech.

- (b) Memorization of selections (see memory list).

- (c) Stories read by teacher.

3. Correct habits of speech established through—

- (a) Imitation. (b) Repetition.

1. Games and drills for correction of errors of speech.

List for Special Drill:

Pardon me. Excuse me.

You, never "youse."

Can and may.

Parts of the following verbs:

Give, gave, has or have given.

Eat, ate, has or have eaten.

Go, went, has or have gone.

Come, came, has or have come.

Blow, blew, has or have blown.

Speak, spoke, has or have spoken.

Ride, rode, has or have ridden.
Catch, caught, has or have caught.
Forget, forgot, has or have forgotten.
Buy, bought, has or have bought.
Grow, grew, has or have grown.
Write, wrote, has or have written.

SELECTIONS FOR MEMORIZING.

The selections indicated are the minimum amount of work to be done. Teach others of your own choice.

For the first year and the first half of the second year, the Mother Goose Rhymes are found in Welch's Mother Goose Nursery Rhymes, D. C. Heath & Co., all other selections for these years are found in Tree-top and Meadow or "Child's Garden of Verse."

GRADE TWO—ONE.

1. September. Land of Counterpane.
2. Frogs at School (p. 148). The Song of the Lillies (p. 103).
3. The Flag Goes By (p. 81). Hiawatha's Childhood (p. 74).
4. Hang Up Baby's Stocking (p. 35). Christmas Song (p. 42).
5. The Night Workman (p. 45). Little by Little (p. 80).

TWO—TWO.

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Primary Second Reader, and are intended to correlate with the work in Reading.

1. Come Little Leaves—122.
2. Twinkle, Twinkle, Little Star—14.
What Lights the Stars at Night?—15.
3. My Shadow—27.
Daisies—153.
4. Who Has Seen the Wind?—121.
The Flag—145.
5. The Rainbow—151.
Bed in Summer—31.

II. WRITTEN ENGLISH.

1. Orderly self-expression to be secured through—

- (a) Composition: Limited to a few simple sentences about a single subject.
- (b) Dictation: Simple sentences embodying technicalities under "3" below.

2. Cultivation of language sense.

- (a) Imitation of good models, limited to single sentences of good form.
- (b) Memorization: Copying parts of selections learned. (See memory list).

3. Training in technicalities of written work.

- (a) Penmanship: Short easily written sentences.
- (b) Arrangement: Margin on Left.
- (c) Capitals: Names of persons; East St. Louis and other places; streets; months; days.
- (d) Punctuation: Period after abbreviations learned.
- (e) Abbreviations: Mr., Mrs., St., Ave.

THIRD GRADE.

I. SPOKEN ENGLISH.

Time: One period a week.

1. Spontaneous self-expression to be secured through—

(a) Conversation about—

- 1. The child's personal experiences; home; pets; games; gardens and natural phenomena.
- 2. School and school activities.

(b) Oral Composition. Sources: stories; myths, fables, poems, pictures, observation and experiences.

Stories to be Learned and Told:

Grade 3-1.

- 1. The Fox and the Crow. The Miser.
- 2. The Simpleton (Dramatization).
- 3. Ulysses and the Bag of Winds.
- 4. A Little Lad of Long Ago.
- 5. Joseph, the Ruler.

Grade 3-2.

- 1. Old Horses Know Best.

David, The Singer.

2. Brother Fox's Tar Baby (Dramatization).
3. Columbus and His Son, Diego.
4. Gretchen's Christmas.
5. Cinderella.

1. Re-telling stories of history and geography.
2. Narration of daily experiences; original story-telling based on imagination.
- (c) Dramatization of two or more stories each term under "b" above.

2. Cultivation of the language sense through—

- (a) Conscious imitation of correct speech.
- (b) Memorization of selections. (See memory list).
- (c) Oral reading: Conscious effort in expression to give the thought of the printed page to hearers.

3. Correct habits of speech established through—

- (a) Imitation. (b) Repetition.

1. Drills for correction of errors of speech.

List for Special Drill:

Their and there.

There is, there are, there was, there were.

There are, not "they are."

Personal pronouns (order and case forms). e. g.

"She told him and me."

It was he who told me.

To, too, two.

Learn and teach.

Between and among.

As soon as; as far as.

Beside, not "side of."

Ring, rang, rung.

Sing, sang, sung.

Drown, drowned, drowned (pronunciation).

Break, broke, broken.

Write, wrote, written.

II. TEXT BOOK ASSIGNMENT.

Introductory Language Work—Reed.

Lessons 1 to 40 inclusive.

THREE—ONE.

Time: Three periods a week.

September—February.

1. Dictated and original sentences, showing how statements, questions, commands and exclamations are written.

Use of capitals, periods, question mark and exclamation mark.

How to write "I" and use the hyphen and apostrophe.

Joining related sentences.

How to make a paragraph.

October—March.

2. Examining the sentence to find what words do.
Statements—chief words—names.
Names—capitals.
Studying related sentences—chief words and their helpers.
Words that take the place of names.
Statements changed to questions.
Uses of shall and will with I.

November—April.

3. Different kinds of sentences.
Name of one addressed—comma or commas.
Word "O"—capital.
Composition, joining related ideas.
Uses of He, She and It.

December—May.

4. Writing names—Titles—Abbreviations.
The sentence—Chief parts—Subject and Verb.
Names—Addresses.
Names—days of week, months, abbreviations; seasons.
Names—Dates.

January—June.**5. Letter-Writing.**

Review—A Gathering Up.

SELECTIONS FOR MEMORIZING.**THREE—ONE.**

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Primary Third Reader, and are intended to correlate with the work in Reading.

September. The Shell—216, or Fairy Folk—36.

October. Suppose—109, or Which Loved Best?—93.

November. Robin Redbreast—214, or Fairy Land—247.

December. Which Wind is Best?—114, or "The Raindrop's Ride—217.

January. Signs of the Seasons—223, or Vacation—270.

February. Fairy Folk—36, or The Shell—216.

March. Which Loved Best?—93, or Suppose—109.

April. Fairy Land—247, or Robin Redbreast—214.

May. The Raindrop's Ride—217, or Which Wind is Best?—114.

June. Vacation—270, or Signs of the Seasons—223.

THREE—TWO.

Lessons: 41 to 80 inclusive.

September—February.

1. Studying sentences to find chief names and their verbs—adding "s."

Chief names and their verbs—Is and Are.

Chief names and their verbs—Was and Were.

Questions and exclamations—position of verb.

Dictated and original sentences showing above uses.

October—November.

2. Studying Related Sentences—Using chief parts correctly.

Putting sentences together—The Paragraph.

Composition—joining related ideas.

Use of Have, Has, Do and Does.

Using verbs with I and You.

Contractions—Isn't, Aren't, Doesn't, Don't, etc.

Dictated and original sentences showing above uses.

November—April.

3. Putting sentences together—Commas with connected words.

Names changed to mean more than one.

Names changed to show Possession—one and more than one.

How to show possession—Its, Hers, Ours, etc.

Dictated and Original sentences showing above uses.

December—May.

4. Quotations—Direct, Undivided.
General Exercises showing Possession, Use of Comma, Quotation Marks, Period, Question and Exclamation Marks.
Dictated and original sentences showing above uses.

January—June.

5. Quotations Divided.
Copy Fable Exercise—Quotations.
Studying Sentences—Agreement of Chief Parts.
Addresses—Dates—Names—Titles.
Letters—copies, dictated and original.
Review—A Gathering Up.

SELECTIONS FOR MEMORIZING.

THREE—TWO.

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Primary Third Reader, and are intended to correlate with the work in Reading.

September. The Shell—216, or Fairy Folk—36.

October. Suppose—109, or Which Loved Best—93.

November. Robin Redbreast—214, or Fairy Land—247.

- December. Which Wind is Best?—114, or The Raindrop's Ride—217.
- January. Signs of the Seasons—223, or Vacation—270.
- February. Fairy Folk—36, or The Shell—216.
- March. Which Loved Best?—93, or Suppose—109.
- April. Fairy Land—247, or Robin Redbreast—214.
- May. The Raindrop's Ride—217, or Which Wind is Best?—114.
- June. Vacation—270, or Signs of the Seasons—223.

THIRD GRADE.

III. WRITTEN ENGLISH.

Time: One period a week.

1. **Orderly self-expression to be secured through—**
 - (a) Composition. Paragraph grouping of sentences.
 - (b) Dictation: Sentences, paragraphs and stanzas embodying technicalities under "3" below.
2. **Cultivation of language sense through—**
 - (a) Conscious imitation of model sentences and paragraphs.
 - (b) Memorization (Three-two) writing from memory short selections learned.
3. **Training in technicalities of written work though—**
 - (a) Penmanship—short sentences.
 - (b) Arrangement—Margin: indentation.
 - (c) Capitals: Beginning line of poetry; titles; dates; initials; Ill.
 - (d) Punctuation: Exclamation point; comma in dates and after names used in addresses; apostrophe; initials.
 - (e) Abbreviations: Ill.; initials; titles, Supt., Prin.

FOURTH GRADE.

I. SPOKEN ENGLISH.

Time: One period a week.

1. **Spontaneous self-expression to be secured through—**
 - (a) Topical lessons: Familiar subjects now afford oppor-

tunities for expression of opinion and contributions of information which should encourage the free and natural use of language.

- (b) Oral composition. Sources: Literature; history; geography; nature; experience; and pictures.
List of Stories to be Learned and Told.

Grade 4-1.

1. A Glimpse of Washington.
2. A. Lincoln as Postmaster.
3. The First Thanksgiving (Dramatization).
4. The Wise Jackal.
5. Roland's Boyhood.

Grade 4-2.

1. The Foolish Jackal.
2. Mishook's New Home.
3. The Fish I Didn't Catch.
4. Christmas Fairy and Scrooge. Act I. (Dramatization).
5. Proverbs, Poor Richard's Almanac.
1. Re-telling stories from history; geography.
2. Narration of unusual events; original story-telling and description of nature observations.
3. Letter-writing: Study form and content of friendly letters.

- (c) Dramatization: Worked out by groups of pupils.

Select list from "b" above.

2. Cultivation of language sense through—

- (a) Conscious imitation of correct speech.
- (b) Memorization of chosen selections. (See memory list).
- (c) Oral reading: Give opportunity to choose between selections and to decide upon portions most pleasing to them: Thought-giving made a test of thought-getting.

3. Correct habits of speech established through—

- (a) Imitation. (b) Repetition.

1. Exercises giving practice in forms likely to be misused.

List for Special Drill:

Who, whom, whose.
This and that; these and those.
We boys went, not "us boys went."
He gave it to us boys, not "we boys."
Well and good; like and love.
Rise and raise; lose and loose.
He is larger than I, not "than me."
From him, not "off him."
My father did it, not "my father, he did it."
"Bring, take, carry.

II. TEXT BOOK ASSIGNMENT:

Introductory Language Work—Reed.

Lessons 81 to 93 inclusive.

4-1. Time: Three periods a week.

September—February.

1. Using the verb: Do, did, done; See, saw, seen; Lie, lay; Sit, set; Blow, blew, flown; Draw, drew, drawn; Grow, grew, grown; Know, knew, known; Throw, threw, thrown.

Dictated and original sentences showing above Uses.

October—March.

2. Using the Verb: Beat, beat, beaten; Break, broke, broken; Fall, fell, fallen; Freeze, froze, frozen; Write, wrote, written; Choose, chose, chosen; Drive, drove, driven; Fly, flew, flown; Give, gave, given; Go, went, gone; Ride, rode, ridden; Shake, shook, shaken; Speak, spoke, spoken; Forsake, forsook, forsaken; Rise, rose, risen.

Dictated and original sentences showing above Uses.

November—April.

3. Using the Verb: Steal, stole, stolen; Take, took, taken; Tear, tore, torn; Wear, wore, worn; Come, came,

come; Drown, drowned, drowned; Attack, attacked, attacked.

Helping words joined to Names.

Use of comma, two or more helping words.

Use of A and An.

Use of this and that; those and these.

Helping words joined to Verbs. How, when and Where.

December—May.

4. Phrases joined to Chief Parts. How, when and Where.

Use of right helping word.

Position of helping words and Phrases to express meaning intended.

Avoid using two denying words where only one is needed.

Dictated and original sentences showing above uses.

January—June.

5. A Study of Sentences—Chief Parts and Helpers.

Changing and Re-arranging words and phrases.

Forms of words used for names—I, we, he, she, they, who; Me, us, him, her, them, whom.

Drill Exercises—It is I; Whom did you see, etc.; Mary and I are going, etc.; He will take Mary and me; John is older than I.

Use of comma to separate connecting words and phrases, as—The first, second and third stanzas.

Use of nor with neither. Or with either.

Dictated and original sentences showing above uses.

SELECTIONS FOR MEMORIZING.

FOUR—ONE.

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Primary Fourth Reader, and are intended to correlate with the work in Reading.

September. The Child's World—159, or We Thank Thee
—255.

- October. How the Leaves Come Down—136, or A Wonderful Weaver—163.
- November. No Boy Knows—20, or Planting the Tree—135.
- December. Raining—162, or The Blue Bird—145.
- January. Proverbs from Poor Richard—252, or Rain in Summer—267.
- February. We Thank Thee—255, or The Child's World—159.
- March. A Wonderful Weaver—163, or How the Leaves Come Down—136.
- April. Planting the Tree—135, or No Boy Knows—20.
- May. The Blue Bird—145, or Raining—162.
- June. Rain in Summer—267, or Proverbs from Poor Richard—252.

4-2. Lessons 94 to 154 inclusive.

September—February.

1. Direct and Indirect Quotations.
Quotations—Fable—The Hunter and Woodcutter.
Changing Direct to Indirect Quotations.

October—March.

2. Dictated and Original Sentences showing above Uses.

November—April.

3. Review of Capitals.
Dictated and original sentences showing above uses.
Composition, involving use of Capitals.

December—May.

4. Review of Punctuation.
Dictated and original sentences, showing above uses.
Compositions involving Punctuation.

January—June.

5. A Study of Sentences—Chief Parts, Helpers.
Review Uses of Verb.
Composition, arranging and joining sentences into paragraphs.
Use of Capitals, Punctuation and Quotations.
Letter-Writing—headings, Introductions, Body of Let-

ter, Closing and Signature.

Friendly letters, Formal and Informal Notes, Business Letters, Invitations, Excuses to Teacher.

SELECTIONS FOR MEMORIZING.

FOUR—TWO.

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Primary Fourth Reader, and are intended to correlate with the work in Reading.

September. The Child's World—159, or We Thank Thee—255.

October. How the Leaves Come Down—136, or A Wonderful Weaver—163.

November. No Boy Knows—20, or Planting the Tree—135.

December. Raining—162, or The Blue Bird—145.

January. Proverbs from Poor Richard—252, or Rain in Summer—267.

February. We Thank Thee—255, or The Child's World—159.

March. A Wonderful Weaver—163, or How the Leaves Come Down—136.

April. Planting the Tree—135, or No Boy Knows—20.

May. The Blue Bird—145, or Raining, 162.

June. Rain in Summer—267 or Proverbs from Poor Richard—252.

FOURTH GRADE.

III. WRITTEN ENGLISH.

Time: One period a week.

1. Orderly and effective self-expression to be secured through—

(a) Composition: Paragraph grouping of sentences from outline based upon familiar subjects.

(b) Letter-Writing: The writing of friendly letters, holding to orderly arrangement.

(c) Dictation: Sentences, paragraphs and stanzas em-

bodying technicalities under "3" below.

2. Cultivation of language sense through—

- (a) Imitation of model sentences and paragraphs.
- (b) Memorization—Writing from memory short selections learned.

3. Training in technicalities of written work through—

- (a) Penmanship. Palmer Method.
- (b) Arrangement: Parts of letter and addresses; margin and indentation.
- (c) Capitals.

4-1. Those required in parts of a letter and addresses; names of the Deity, N. S. E. W.

4-2. Those required in quotations.

(d) Punctuating.

4-1. Hyphen in division of word at end of line.
Comma to set off appositives.

4-2. Quotation marks in broken quotations; comma in dates and addresses in letter forms.

(e) Abbreviations:

4-1. Measures used in arithmetic; months and days of week.

4-2. Dr., Rev., A. M., P. M., Review those previously taught.

FIFTH GRADE.

I. SPOKEN ENGLISH.

Time: One period a week.

1. Spontaneous self-expression to be secured through—

- (a) Topical lessons; all subjects now afford opportunities for expression of opinion and contributions of information which should encourage free and natural use of language.

- (b) Oral composition. Sources: Literature, biography, history, geography and experiences.

1. Reproduction of stories; narrations and descriptions from outlines worked out under direction of the teacher.

2. Narration of unusual daily events; original

story-telling based upon experiences and imagination.

3. Letter-Writing.

5-1. Discussion of the form and contents of friendly letters.

5-2. Discussion of informal invitations, acceptances and regrets.

2. Cultivation of language sense through—

(a) Expression of thought in different ways.

(b) Memorization of selections. (See memory list).

(c) Oral Reading—Comparing the merits of two selections to determine which portions are most pleasing, giving reasons for choice.

3. Correct habits of speech established through—

(a) Imitation. (b) Repetition.

1. Exercises giving practice in forms likely to be misused.

List for Special Drill.

Either and or; neither and nor.

He is the taller of the two, not "tallest."

Relative positions of objects expressed by under, over, in, into, on, beyond, above, beneath, etc.

Different from, not "different than."

Ought not, not "hadn't ought."

Well and good, e. g. He writes well, not "he writes good."

She looks beautiful, not "she looks beautifully."

Which for animals, who for people.

If I were, not "if I was."

Could have, not "could of."

Rather, not "kind of."

Shall I? shall we? not "will I?", "will we?"

Except and accept.

II. TEXT-BOOK ASSIGNMENT.

Graded Lessons in English—Reed and Kellogg.

Lessons 1 to 34 inclusive.

5-1. Time: Three periods a week.

September—February.

1. Analysis and Composition of Sentences with Simple Subject and Predicate.

Talks on Language—ideas, words; thoughts, sentences.

Two words expressing a thought.

The sentence—its two parts.

Sentence-Building.

Analysis and synthesis.

Agreement of Subject and Predicate.

Capitals and Period.

Classes of Words—Nouns.

Proper Names—Capitals.

Predicate must contain verb.

Pronoun—Words I and O—Capitals.

October—March.

2. Analysis and Composition of Sentences with Subjects modified by adjective.

Modifiers of Subject.

Sentence-Building—Modifiers.

Classes of Words—Adjectives.

Sentence Building—Adjective.

November—April.

3. Analysis and Composition of Sentences with Predicate modified by Adverbs.

Modifiers of Predicate.

One modifier joined to another.

Classes of Words—Adjectives.

Sentence-Building—Adjectives.

Sentence Building—Adverb Modifiers.

Correction of errors.

December—May.

4. Analysis and Composition of Sentences with subjects and predicates modified by Prepositional phrases.

Word Groups—related ideas—Phrases.

Phrase introduced by Preposition.

Sentence Building—Prepositional Phrases.

January—June.

5. Expansion of Adjectives and Adverbs into Phrases and
Contraction of phrases into adjectives and adverbs.
Sentence-Building—Equivalent Phrases.
Classes of Words—Prepositions.
The Sentence—Its Relation to the Paragraph.
Uses of Words and Groups of Words as Modifiers.

SELECTIONS FOR MEMORIZING.**FIVE—ONE.**

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Grammar Fifth Reader, and are intended to correlate with the work in Reading.

September. The Old Oaken Bucket—28, or The Night Has a Thousand Eyes—135.

October. October's Bright Blue Weather—119, or Somebody's Mothers—54.

November. The Corn Song—281, or The Arrow and the Song—290.

December. A Visit from St. Nicholas—88, or The Children's Hour—291.

January. The Best That I can—128, or "Give"—127.

February. The Night Has a Thousand Eyes—135, or The Old Oaken Bucket—28.

March. Somebody's Mother—54, or October's Bright Blue Weather—119.

April. The Arrow and the Song—290, or The Corn Song—281.

May. The Children's Hour—291, or A Visit from St. Nicholas—88.

June. The Best That I can—128, or "Give"—127.

5-2. Lessons 35 to 56 inclusive.

September—February.

1. Analysis and Composition of Sentences with compound subjects and predicates.
Classes of Words—Conjunctions and Interjections.

Agreement of Subjects and Predicates.
Comma—Phrases out of Natural Order—Words and
Phrases connected by Conjunctions.
Periods and Capitals—Abbreviations.
Exclamation Mark.
Sentence Dictation and Sentence Building to illustrate.

October—March.

2. Analysis and Composition of Sentences with Nouns,
Pronouns and Adjectives as Complements—Object
Noun and Attribute Complements.
Errors in Use of Modifiers.
Position and Use of Modifiers to express intended
meaning.
Use of Correct Preposition.
Sentence-Building—Attribute and Noun Complements
—Noun, Pronoun and Adjectives.
Sentence-Building, their relation to the Paragraph—
General Topic and Sub-topics.

November—April.

3. Analysis and Composition of Sentences with Parti-
ciples as Modifiers.
Participle distinguished from Verb.
Participle distinguished from Adjectives.
Participial Forms used as Nouns.
Participles completed by Objects and Attributes.
Sentence-Dictation and Sentence-Building to illustrate
uses of Participles.

December—May.

4. Analysis and Composition of sentences with Infinitives
doing the work of the several parts of a sentence.
Meaning of Infinitive.
Infinitive used as Subject; as Attribute; as Object
Complement; as Adjective Modifier; as Adverb Modi-
fier.
Infinitives may be completed by objects and modifier.
Sentence-Dictation and Sentence-Building to illustrate
several uses of Infinitive.

January—June.

5. Analysis and Composition of Sentences with Nouns and Pronouns as Modifiers.
 Possessive Modifiers. Explanatory Modifiers.
 Sentence-Dictation and Sentence-Building to illustrate Possessive and Explanatory Modifiers.
 Sentence-Building changing Possessive Modifiers into equivalent Phrase Modifiers.
 Use of Comma—setting off explanatory Modifiers into equivalent Phrase Modifiers.
 Use of Comma—setting off explanatory Modifiers when not restrictive.
 Sentence-Dictation and Sentence-Building to illustrate such use of comma.
 Sentence—Its relation to the Paragraph.
 Use of words and groups of words as Modifiers.
 A general notion of Narration and Description Writing.

SELECTIONS FOR MEMORIZING.**FIVE—TWO.**

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Grammar Fifth Reader, and are intended to correlate with the work in Reading.

September. The Old Oaken Bucket—28, or The Night Has a Thousand Eyes—135.

October. October's Bright Blue Weather—119, or Somebody's Mother—54.

November. The Corn Song—281, or The Arrow and the Song—290.

December. A Visit from St. Nicholas—88, or The Children's Hour—291.

January. The Best That I can—128, or "Give"—127.

February. The Night Has a Thousand Eyes—135, or The Old Oaken Bucket—28.

March. Somebody's Mother—54, or October's Bright Blue Weather—119.

April. The Arrow and the Song—290, or The Corn Song—281.

May. The Children's Hour—291, or A Visit from St. Nicholas—88.

June. The Best That I Can—128, or "Give"—127.

III. WRITTEN ENGLISH.

Time: One period a week.

1. Orderly and effective self-expression to be secured through—

(a) Composition about—familiar subjects from outlines worked out under direction of the teacher.

1. Occasional reproduction.

2. Two biographies a term.

3. Original stories based upon experience and imagination.

4. Description of persons; and objects observed in nature.

5. Narration of unusual current events.

(b) Dictation: Sentences, paragraphs and stanzas embodying technicalities under "3" below.

(c) Letter-Writing:

5-1. Continue friendly letters.

5-2. Informal invitations, acceptances and regrets.

2. Cultivation of the language sense through—

(a) Imitation of model sentences, paragraphs and stanzas.

(b) Memorization: Writing from memory short selections learned.

3. Training in technicalities of written work through—

(a) Penmanship. (Palmer Method).

(b) Arrangement:

5-1. Review parts of letters and addresses; broken quotations.

5-2. Parts of informal invitations.

(c) Capitals:

5-1. Review those previously taught; Letters.

5-2. Informal invitations; broken quotations.

(d) Punctuation:

5-1. Formal parts of friendly letters; comma in

a series of words.

5-2. Informal invitations, etc., comma in setting off explanatory modifiers.

(e) Abbreviations:

5-1. New ones used in arithmetic.

5-2. Gov., Capt., Gen., Co., U. S.

SIXTH GRADE.

I. SPOKEN ENGLISH:

Time: One period a week.

1. Spontaneous self-expression to be secured through—

(a) Topical recitations in all school subjects.

(b) Oral composition: Sources; Literature; biography; history; geography; and experiences.

1. Reproduction of stories, descriptions and narrations from outlines worked out by individual pupils.

2. Narration of unusual daily events; original storytelling based upon experiences and imagination; description of objects observed in nature.

3. Letter-Writing: Continued consideration of form and content of friendly and business letters; social forms.

2. Cultivation of the language sense through—

(a) Variety of expression.

1. Expression of a thought in different ways.

2. Study of selections to determine fitness of expression to the subject.

(b) Memorization of selections (see memory list).

c) Oral reading: Class criticism and discussion of selections.

3. Correct habits of speech established through—

(a) Imitation. (b) Repetition.

1. Exercises giving practice in forms likely to be misused.

List for Special Drill:

Each, every and either are singular and demand

that the sentence be constructed in the singular throughout. e. g.:

Every boy has finished his task, not "each one did their task."

Mad and angry; stay and stop.

Think, guess and reckon.

Grand, swell, fierce.

Awful, terrible, frightful.

Those things, not "them things."

That (or this) kind, not "Those (or them) kind."

Let and leave.

Funny, strange and odd.

Calculate and intend.

Nice, lovely, cute.

Expect and suspect.

II. TEXT BOOK ASSIGNMENT: GRADED LESSONS IN ENGLISH—Reed & Kellogg.

6-1. Lessons 57 to 77 inclusive.

Time: Three periods a week.

September—February.

1. Analysis and Composition of Complex Sentences containing Adjective Clause.

Independent and Dependent Clauses distinguished.

Simple and Complex Sentences distinguished.

Sentence-Dictation and Sentence-Building to illustrate.

Sentence-Building to illustrate Adjective Clause.

Use of Comma to set off Adjective Clause when not restrictive.

Expanding Adjective and Possessive Modifiers into Phrases and Clauses.

Changing Simple Sentences into Complex Sentences by expanding Participial Phrases into Clauses.

October—March.

2. Analyzing and Composition of Sentences containing Adverb Clauses.

Adverb Clauses expressing time, place, cause, manner,

degree, condition, purpose and concession.

Expanding Phrases into Adverb Clauses.

Use of Comma to set off Adverb Clauses when not restrictive.

November—April.

3. Analysis and Composition of Sentences containing Noun Clauses.

Noun Clauses used as Subject of Sentence.

Noun Clauses used as Object Complement.

Noun Clauses used as Attribute Complement.

Sentence-Dictation and Sentence-Building to illustrate.

Use of Quotation Marks in Direct and Divided Quotations.

Use of Colon after: as follows, thus, etc.

Question Mark inside Quotation Marks.

December—May.

4. Analysis and Composition of Compound Sentences containing two or more Independent Clauses.

Sentence-Building to Illustrate Declarative, Interrogative, Imperative and Exclamatory Sentences.

Changing Sentences of one kind into those of another kind.

Use of Comma or Commas to set off Direct Address.

January—June.

5. Parts of Speech Sub-divided.

Classes of Nouns and Pronouns in Sentences.

Classes of Adjectives in Sentences.

Classes of Verbs in Sentences.

Classes of Adverbs in Sentences.

Classes of Conjunctions and other Connectives in Sentences.

Proper adjectives begin with Capital.

Orderly steps of a Description—From General to Particular.

The Relation of Paragraph to Theme.

SELECTIONS FOR MEMORIZING.**SIX—ONE.**

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Grammar Sixth Reader, and are intended to correlate with the work in Reading.

September. The Flag—15, or Gradatim—110.

October. The Village Blacksmith—300, or Those Evening Bells—111.

November. Find a Way or Make It—105, or The Barefoot Boy—40.

December. Dare to do Right—102, or Our Country—19.

January. Abou Ben Adhem—39, or A Psalm of Life—103.

February. Gradatim—110, or The Flag—15.

March. Those Evening Bells—111, or The Village Blacksmith—300.

April. The Barefoot Boy—40, or Find a Way or Make It—105.

May. Our Country—19, or Dare to do Right—102.

June. A Psalm of Life—103, or Abou Ben Adhem—39.

6-2. Lessons 78 to end.

MODIFICATIONS OF THE PARTS OF SPEECH.**September—February.**

1. Nouns and Pronouns with all their modifications in sentences.

Number—several ways of forming Plural.

Gender—Three ways of distinguishing masculine from feminine.

Person—Personal Pronouns, person distinguished by form.

October—March.

2. CASE:

Nominative as Subject, Attribute Complement, Explanatory Modifiers and Independent.

Objective as Object Complement, chief word of Prepositional Phrase, Explanatory Modifiers.

Objective Complement, Adverbially; to complete a Participle or an Infinitive.

Possessive as Adjective Modifier and Explanatory Modifier.

Sentence-Dictation and Sentence-Building, to illustrate each case form.

Possessive Formation.

List and learn Pronouns always in Nominative, Objective and Possessive Cases.

November—April.

3. Adjectives and Adverbs with their one modification in sentences.

Comparison—Ways of forming.

December—May.

4. Verbs with their modifications in sentences.

Voice, Mode, Tense, Person and Number.

Common errors in verb forms.

January—June.

5. Composition of sentences in paragraphs and of paragraphs in themes.

Composition of paragraphs in letters.

Summary of the Rules of Syntax.

Review Capitals and Rules of Punctuation.

Sentence-Dictation and Sentence-Building to illustrate.

Review "Graded Lessons."

SELECTIONS FOR MEMORIZING.

SIX—TWO.

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Grammar Sixth Reader, and are intended to correlate with the work in Reading.

September. The Flag—15, or Gradatim—110.

October. The Village Blacksmith—300, or Those Evening Bells—111.

November. Find a Way or Make It—105, or The Barefoot Boy—40.

- December. Dare To Do Right—102, or Our Country—19.
January—Abou Ben Adhem—39, or A Psalm of Life—103.
February. Gradatim—110, or The Flag—15.
March. Those Evening Bells—111, or The Village Blacksmith—300.
April. The Barefoot Boy—40, or Find a Way or Make It—105.
May. Our Country—19, or Dare To Do Right—102.
June. A Psalm of Life—103, or Abou Ben Adhem—39.

III. WRITTEN ENGLISH:

Time: One period a week.

1. **Orderly and effective self-expression to be secured through—**
 - (a) Compositions from outlines by pupils.
 1. Occasional reproduction.
 2. Two biographies a term.
 3. Original stories based upon experience and imagination.
 4. Description of persons; situations; and objects observed in nature.
 5. Narration of unusual current events.
 - (b) Dictation: Sentences, paragraphs and stanzas embodying technicalities given under "3" below.
 - (c) Letter-writing: Friendly and business letters; formal invitations; acceptances and regrets.
2. **Cultivation of the language sense through—**
 - (a) Imitation of model sentences, paragraphs and short selections.
 - (b) Memorization: Writing from memory short selections learned.
3. **Training in technicalities of written work through—**
 - (a) Penmanship. (Palmer Method).
 - (b) Arrangement: Lines in poetry; parts of business letters and formal invitations.
 - (c) Capitals: Names of particular bodies of people, office, position and events.
 - (d) Punctuation:

- 6-1. Comma to set off adjective and adverb clauses when not restrictive; direct address. Quotation marks on direct and divided quotations.
- 6-2. Colon after following, thus, etc. Semi-colon in compound sentences. Use of parenthesis.
- (e) Abbreviations: Review points previously taught; M. D., P. S., Sec., etc., names of states.

SEVENTH GRADE.

I. SPOKEN ENGLISH:

Time: One period a week.

1. **Spontaneous self-expression to be secured through—**
 - (a) Topical lessons in school subjects.
 - (b) Oral composition. Sources: Literature; biography; history; geography; and experiences.
 1. Occasional reproduction of stories.
 2. Narration of current events; original story-telling based upon experience and imagination; pupil using his own outline.
2. **Cultivation of the language sense through—**
 - (a) Variety of expression.
 1. Expressing a thought in different ways.
 2. Study of selections to determine fitness of expression to the subject.
 - (b) Memorization of selections. (See memory list).
 - (c) Oral reading; class criticism and discussion of chosen selections.
3. **Correct habits of speech established through—**
 - (a) Imitation. (b) Repetition.
 1. Exercises giving practice in forms likely to be misused.

List for Special Drill:

 - Center and middle.
 - Scared and afraid.
 - Balance and remainder.
 - Both and each.
 - Plenty and plentiful.

Healthy and healthful.

Apt, likely, liable.

Less and fewer.

Bring, carry and fetch.

Well and good.

I may have gone, not "I may of gone."

Attack, Attacked, Attacked.

Forms of English used in telephoning.

II. TEXT BOOK ASSIGNMENT:

Higher Lessons in English—Reed and Kellogg.

7-1. Lessons 1 to 48 inclusive.

Time: Three periods a week.

THE SIMPLE SENTENCE:

September—February.

1. Talks on Language, Thought, Sentences, Sounds and Letters.

The Sentence—Subject and Predicate.

Composition—Subject and Predicate.

Classes of Words—Nouns and Pronouns.

Capital Letters.

Abbreviations.

Verbs—Agreement.

October—March.

2. Modified Subject—Adjectives.
Composition—Adjectives.
Modified Predicate—Adverbs.
Phrases—Prepositions.
Composition—Prepositional Phrases.

November—April.

3. Compound Subject and Compound Predicate.
Composition—Connected terms—Interjections.
Punctuation—Exclamation Point.
Capital Letters I and O.
General Exercises—Analysis—Classification of Words.

December—May.

4. Complement—Object.
 Complements—Nouns, Adjectives as Attribute.
 Complement—Objective.
 Composition—Complements.
 Nouns as Adjective Modifiers—Possessive and Explanatory.
 Composition—Nouns as Adjective Modifiers.

January—June.

5. Nouns as Adverb Modifiers.
 Verbs as Adjectives and as Nouns—Participles.
 Composition—Participles.
 Verbs as Nouns—Infinitives.
 Words and Phrases used independently.
 Composition—Independent Words and Phrases—Comma.
 Sentences classified—Meaning.

SELECTIONS FOR MEMORIZING.**SEVEN—ONE.**

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Grammar Seventh Reader, and are intended to correlate with the work in Reading.

September. What Constitutes a State—15, or Abraham Lincoln—22.

October. Forbearance—357, or To a Skylark—70.

November. The Landing of the Pilgrim Fathers—27, or Under the Greenwood Tree—110.

December. The Day is Done—353, or To a Mountain Daisy—86.

January. The Builders—341, or Maud Muller—378.

February. Abraham Lincoln—22, or What Constitutes a State—15.

March. To a Skylark—70, or Forbearance—357.

April. Under the Greenwood Tree—110, or The Landing of the Pilgrim Fathers—27.

May. To a Mountain Daisy—86, or The Day is Done—353.

June. Maud Muller—378, or The Builders—341.

7-2. Lessons 59 to 100 inclusive.

Time: Three periods a week.

THE COMPLEX SENTENCE:

September—February.

1. Adjective Clauses.
Composition—Adjective Clause—Comma.
Adverb Clauses.
Composition Adverb Clauses—Comma.

October—March.

2. NOUN CLAUSES:
Noun clauses as subject.
Noun clauses as object complement.
Noun clauses as attribute complement.
Noun clauses as explanatory modifier.
Noun clauses as chief term of prepositional phrase.
Noun clause as Attribute—Comma.
Punctuation—Quotation Marks—Capitals.

November—April.

3. THE COMPOUND SENTENCE:
Clauses—Independent and Dependent.
Sentences Classified—Form.
Independent Clauses—their uses in expressing thought.
Composition—Compound Sentence—Comma, semi-colon.
Complex and Compound clauses.
Expansion—Participles—Infinitives.

December—May.

4. GENERAL REVIEW:
Scheme for the sentence.
Uses of words and groups of words as the expression and modifiers of thought.
Sentences grouped into paragraphs.
Paragraphs grouped into Theme.

January—June.**5. PARTS OF SPEECH SUBDIVIDED:**

- Classes of Nouns and Pronouns.
- Construction of Pronouns.
- Classes of Adjectives.
- Construction of Adjectives.
- Classes of Verbs.
- Construction of Adverbs.
- Construction of Prepositions.
- Classes of Conjunctions and other connectives.

SELECTIONS FOR MEMORIZING.

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Grammar Seventh Reader, and are intended to correlate with the work in Reading.

September. What Constitutes a State—15, or Abraham Lincoln—22.

October. Forbearance—357, or To a Sky Lark—70.

November. The Landing of the Pilgrim Fathers—27, or Under the Greenwood Tree—110.

December. The Day is Done—353, or To a Mountain Daisy—86.

January. The Builders—341, or Maud Muller—378.

February. Abraham Lincoln—22, or What Constitutes a State—15.

March. To A Sky Lark—70, or Forbearance—357.

April. Under the Greenwood Tree—110, or The Landing of the Pilgrim Fathers—27.

May. To a Mountain Daisy—86, or The Day is Done—353.

June. Maud Muller—378, or The Builders—341.

III. WRITTEN ENGLISH:

Time: One period a week.

1. Orderly and effective self-expression to be secured through—

- (a) Composition from outlines prepared by pupils.
 - 1. Occasional reproduction.
 - 2. Two biographies a term.

3. Original stories based upon experience and imagination.
 4. Description of persons; situations; and objects observed in nature.
 5. Narration of unusual events.
 - (b) Dictation: Sentences, paragraphs and stanzas embodying technicalities under "3" below; also friendly and business letters.
 - (c) Letter-writing: Practice in the writing of friendly and business letters, applications for positions.
- 2. Cultivation of language sense through—**
- (a) Building sentences—
 - 7-1. From the elements of a simple sentence.
 - 7-2. From the elements of a complex sentence.
 - (b) Memorization: Writing from memory short selections learned.
- 3. Training in technicalities of written work through—**
- (a) Penmanship (Palmer Method).
 - (b) Arrangement: Business forms.
 - (c) Capitals:
 - 7-1. Special attention to some of the more difficult points in the use of capitals.
 - 7-2. Summary of rules for use of capitals learned.
 - (d) Punctuation:
 - 7-1. Review points previously taught formulating rules for uses already known of period, interrogation mark, exclamation point, apostrophe, hyphen, quotation marks; comma in setting off independent words and phrases and an appositive.
 - 7-2. Comma in setting off qualifying clauses; semi-colon in compound sentences.
 - (e) Abbreviations: Review abbreviations already taught; A. D., B. C., Anon., Messrs., D. D., C. O. D.

EIGHTH GRADE.

I. SPOKEN ENGLISH:

Time: One period a week.

- 1. Spontaneous self-expression to be secured through—**
 - (a) Topical recitations in school subjects.

(b) Oral compositions. Sources: Literature; biography; history; geography; and experiences.

1. Occasional reproductions.
2. Narration of current events; original story-telling based upon experience and imagination.
3. Original imaginative work suggested by topic sentence, picture or unusual situation.
4. Debate.

2. Cultivation of the language sense through—

(a) Variety of expression.

1. Expressing a thought in different ways.
2. Study of selections to determine fitness of expression to the subject.

(c) Oral reading: Class criticism and discussion of chosen selections and of interpretation given by others.

3. Correct habits of speech established through—

(a) Imitation. (b) Repetition.

1. Exercises giving practice in forms likely to be misused.

List for Special Drill:

Review previous lists.

Shall and will; should and would.

Might and could; may, can, must.

Agreement of verb and subject.

Order and form of personal pronouns.

Discrimination between adjectives and adverbs.

Comparison of adjectives and adverbs.

Use of relative pronouns.

Forms of English used in telephoning.

II. TEXT BOOK ASSIGNMENT: Higher Lessons in English—Reed and Kellogg.

8-1. Lessons 112 to 142 inclusive.

MODIFICATIONS OF THE PARTS OF SPEECH.

September—February.

1. Modifications of Nouns and Pronouns.
Number—Forms—Construction.

Gender—Forms—Construction.

Person—Forms—Personal Pronouns and Verbs.

October—March.

2. CASE:

Nominative as Subject, Attribute Complement.

Explanatory Modifier, used independently.

Possessive as Adjective Modifier and Explanatory Modifier.

Objective as Object Complement, Chief Word of Prepositional Phrase, Explanatory Modifier, Noun used Adverbially.

November—April.

3. Parsing Nouns and Pronouns.

Construction of Possessives.

Declensions.

Constructions of Case-forms—Pronouns.

Review—Scheme for the Noun.

Comparison—Forms.

Construction of Comparatives and Superlatives.

December—May.

4. Modifications of the Verb.

Voice—Composition.

Mode, Tense, Number and Person.

Irregular Verbs. Conjugation.

Analysis of Mode and Tense Forms.

Meaning of Mode and Tense Forms.

Parsing Verbs.

Constructions of Number and Person Forms.

January—June.

5. General Review—Scheme for the Verb.

SELECTIONS FOR MEMORIZING.

EIGHT—ONE.

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in Elson's Grammar Eighth Reader, and are intended to correlate with the work in Reading.

September. Lochinvar—91, or Apostrophe to the Ocean—71.

October. Columbus—388, or Mercy—98, Man—102.

November. To a Waterfowl—60, or the Brook—44.

December. Love of Country—355, or Opportunity—59.

January. The American Flag—385, or Dedication Speech at Gettysburg—374.

February. Apostrophe to the Ocean—71, or Lochinvar—91.

March. Mercy—98, Man—102, or Columbus—388.

April. The Brook—44, or To a Waterfowl—60.

May. Opportunity—59, or Love of Country—355.

June. Dedication Speech at Gettysburg—374, or The American Flag—385.

8-2. Lessons 146 to 149 inclusive.

Lessons 156 to 161 inclusive.

Lessons 165 to 168 inclusive.

September—February.

1. Summary of Rules for Capitals.
Composition to Illustrate.
Summary of Rules for Punctuation.
Composition to Illustrate.

October—March.

2. The Paragraph.
Paragraph—Compositions.

November—April.

3. Theme—Analysis.
Theme—Compositions.

December—May.

4. Letter-writing—Informal and Formal Notes.
Social and Business Letters.

January—June.

5. General Review.

SELECTIONS FOR MEMORIZING.

EIGHT—TWO.

The selections indicated are the minimum amount of work to be accomplished. All the selections are found in

Elson's Grammar Eight Reader, and are intended to correlate with the work in Reading.

September. Lochinvar—91, or Apostrophe to the Ocean—71.

October. Columbus—388, or Mercy—98, Man—102.

November. To a Waterfowl—60, or The Brook—44.

December. Love of Country—355, or Opportunity—59.

January. The American Flag—385, or Dedication Speech at Gettysburg—374.

February. Apostrophe to the Ocean—71, or Lochinvar—91.

March. Mercy—98, Man—102, or Columbus—388.

April. The Brook—44, or To a Waterfowl—60.

May. Opportunity—59, or Love of Country—355.

June. Dedication Speech at Gettysburg—374, or The American Flag—385.

III. WRITTEN ENGLISH:

Time: One Period a Week.

1. Orderly and effective self-expression to be secured through—

- (a) Compositions from outlines, particular care to be given to structure of sentences and paragraphs.
 - 1. Occasional reproductions.
 - 2. Two biographies a term.
 - 3. Original stories based upon experience and imagination, or suggested by topic sentence.
 - 4. Description of persons; situations; and objects observed in nature.
 - 5. Narration of unusual current events.
- (b) Dictation: Business letters and business and social forms.
- (c) Letter-writing—Much practice in writing friendly and business letters, telegrams, business and social forms, and applications for positions.

2. Cultivation of the language sense through—

- (a) Building sentences from elements considered under technical grammar.

- (b) Memorization: Writing from memory short selections learned.
- (c) Debate.

3. Training in technicalities in written work through—

- (a) Penmanship (Palmer Method).
- (b) Arrangement: Business Forms.
- (c) Capitals:
 - 8-1. Review the more common rules for the use of capitals.
 - 8-2. Special emphasis upon learning and applying all practical rules of punctuation.
- (e) Abbreviations: viz., i. e., e. g., review those previously taught.



3 0112 062159451

THE LIBRARY OF THE
JUL 14 1931
UNIVERSITY OF ILLINOIS



Call Printing Co.